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AUTHOR Schulz, William; And Others
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ABSTRACT

Intended for counselors, teachers, administrators, and students, this resource book contains 40 activities to prepare students in grades 7-12 to make the transition from school to work. (With two exceptions, activities can be completed without additional career materials.) Introductory materials include a rationale for career development education, goals and objectives for career development, and use of the guide by the four target groups. The book is divided into four units, each containing five modules. Units 1 and 2 are intended for grades 7-9, units 3 and 4 for grades 10-12. Each module consists of two activities. Unit titles and topics are (1) Career Planning and Preparation (decision making, establishing goals, course selection, job search, success on the job), (2) Knowledge of the World of Work (relationships between jobs, job discrimination, work motivations and values, interests, skills), (3) Preparing for a Career (career decision making, self-assessment, lifestyle, job application, job search strategies), and (4) Work and Working (job market exploration, work experience, career information, employability, work habits). Each module begins with notes for the leader. Information provided for each activity includes performance objective, suggested grade level, time required, preparation, procedure, notes, and materials and forms. A brief annotated bibliography of resources is appended.

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Career Development

A Resource Guide

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PREAMBLE

This resource guide has been developed to provide information and instructional activities for the use of counsellors and teachers working with students to help them prepare to make the transition from school to the world of work. The materials focus on four main goals, viz., the development of self-knowledge and self-concept; the relation of educational programs and occupational requirements; the acquisition of decision-making skills; and the exploration and clarification of attitudes and values in respect to work.

The document was developed in response to the recommendations of a Department of Education Task Force on Career Development, which was established in 1978 to assess the status of career education in Manitoba and to recommend the goals and objectives of career development programs to meet the identified needs and interests of students at the junior high school and high school levels. The book has been divided into four units with five modules in each unit. Every effort has been made to ensure that the contents recognize and respond to the right of all students, regardless of sex or academic achievement, to obtain the assistance they need in planning to enter the occupational areas of their choice.

RATIONALE FOR CAREER DEVELOPMENT EDUCATION

Research studies and surveys conducted by the Department of Education in 1978¹, 1979², and 1980³ and by the St. Vital School Division in 1977⁴ have confirmed the growing interest and the need of students at the junior high and high school levels in Manitoba for additional school-based opportunities for career education and guidance. These findings have been corroborated by educators, employers, and community representatives⁵, and by government specialists working in the field of youth employment⁶, who have pointed to the high levels of youth unemployment and under-employment, and have looked to the school system to help in alleviating these problems by providing programs and services to assist students in making a successful transition from school to the world of work.

This document has been prepared to provide assistance to teachers and counsellors concerned with addressing those needs. The information and activities in the following pages have been designed both for group and individual counselling situations, whether in the career guidance program or integrated within other curriculum areas. The aim is to guide students in developing the understandings, awareness, and specific job-search skills necessary to setting realistic career goals and proceeding toward those goals for the student's personal benefit and that of the community at large.

GOALS AND OBJECTIVES FOR CAREER DEVELOPMENT — GRADES 7 - 12

Included within the mandate of the Task Force on Career Development was the responsibility to "identify and describe the major concepts and goals which should guide career development programs" and to "recommend to the Department of Education" appropriate action to meet those goals. The following list encompasses the goals and their component objectives, as accepted or revised by the Department.

UNIT ONE: CAREER PLANNING AND PREPARATION — GRADES 7 - 9

1. THE INDIVIDUAL WILL EXPLORE AND DEMONSTRATE INCREASING MASTERY OF A RATIONAL DECISION-MAKING PROCESS IN CONSIDERING VARIOUS LIFE GOALS AND IN MAKING TENTATIVE CHOICES CONCERNING LONG-RANGE CAREER INTERESTS BY:
 - 1.1 understanding the steps involved in decision-making as related to all phases of career planning.
 - 1.2 understanding concepts related to decision-making such as:
 - a) the acceptance of responsibility for the outcome of decisions; coping with consequences;
 - b) the need to change decisions in accordance with new information;
 - c) the risk which attaches to decision-making;
 - d) the fact that, while others contribute information, they do not control our decisions;
 - e) the idea that failure on a particular task is not equivalent to failure in life;
 - f) the responsibility to take an active rather than passive role in planning and in decision-making with regard to one's future.
2. THE INDIVIDUAL WILL EXPLORE PERSONAL GOALS AND THEIR SIGNIFICANCE FOR CAREER PLANNING BY:
 - 2.1 identifying how personal goals are a part of making career decisions.
 - 2.2 understanding that planning helps to preserve freedom of choice and expand available options.

- 2.3 establishing goals for self-development and assessing where one is now in relation to the achievement of those goals.
- 2.4 explaining relationships between educational and occupational decisions.
- 2.5 selecting high school courses with respect to occupational goals.

3. THE INDIVIDUAL WILL LEARN BASIC JOB APPLICATION AND JOB-HUNTING TECHNIQUES

BY:

- 3.1 having experiences in which to observe people at work (work exposure).
- 3.2 completing job application forms citing personal interests, aptitudes, and qualifications.
- 3.3 preparing letters, applications, resumes, and references related to career placement.
- 3.4 preparing for an employment interview.

UNIT TWO: KNOWLEDGE OF THE WORLD OF WORK — GRADES 7 - 9

4. THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF OCCUPATIONS BY:
- 4.1 preparing a self-inventory of personal interests, abilities, values, needs, aspirations to be used as the basis for systematic exploration of the world of occupations.
 - 4.2 acquiring a range of occupational information about those career clusters which relate most directly to the student's self-inventory.
 - 4.3 matching personal data with occupational data in the formulation of tentative short- and long-term plans.
 - 4.4 acquiring understanding of career-related concepts such as "career clusters", "career ladders" (the logical progression from lower- to higher-level jobs in the same field), "employability skills", "entry options", etc.
 - 4.5 acquiring an understanding of the factors influencing the changing world of work (e.g., changes in the production of goods and services, changing roles of men and women, etc.).
 - 4.6 increasing occupational and self-knowledge through the use of outside resources and experiences in the community (e.g., work exposure through observation of work sites, conducting interviews relative to job skills, observing workers in non-traditional jobs, etc.).
 - 4.7 becoming aware of the interdependency of jobs in the community.
 - 4.8 understanding how geographical mobility may be related to certain occupational opportunities (e.g., relocation when two careers in a family are involved).
 - 4.9 identifying factors affecting job success (responsibility, inter-personal relations, appearance, etc.).
 - 4.10 acquiring some understanding of how to collect and evaluate data about conditions affecting employment opportunities (e.g., economics, demographic trends, etc.).

UNIT THREE: PREPARING FOR A CAREER — GRADES 10 - 12

5. ON THE COMPLETION OF SECONDARY SCHOOLING, EACH INDIVIDUAL SHOULD HAVE DEVELOPPED DECISION-MAKING SKILLS TO THE POINT OF BEING CAPABLE OF MAKING REALISTIC CHOICES, FROM SHORT TERM TO LONGER TERM BY:
 - 5.1 assuming responsibility for one's own career planning.
 - 5.2 assessing one's aspirations, values, interests, and aptitudes as factors in making career decisions and plans.
 - 5.3 identifying, collecting and evaluating information for use in formulating post-secondary plans.
 - 5.4 generating realistic alternatives in terms of post-secondary plans.
 - 5.5 demonstrating capacity for decision making in ambiguous circumstances.
 - 5.6 being able to define career investigations that help determine his/her suitability for a particular post-secondary program or job.
6. THE INDIVIDUAL WILL DEMONSTRATE JOB-APPLICATION TECHNIQUES BY:
 - 6.1 preparing a more detailed job resume.
 - 6.2 filling out application forms.
 - 6.3 participating effectively in a job interview.
 - 6.4 preparing introductory letters such as letter of application.
 - 6.5 being aware of one's own responsibilities related to the job search.
 - 6.6 being aware of strategies that can be employed in an effective job search.
 - 6.7 being aware of how to prepare a budget in the support of short- and long-term career goals.
 - 6.8 being aware that career directions are continuously open to chance.
 - 6.9 applying all previous knowledge in preparing a comprehensive career plan.

UNIT FOUR: WORK AND WORKING — GRADES 10 - 12

7. THE INDIVIDUAL WILL ACQUIRE KNOWLEDGE OF THE WORLD OF WORK ADEQUATE FOR CONTINUING HIS/HER PLANNING BY:
- 7.1 understanding the concepts of intrinsic and extrinsic satisfaction in work.
 - 7.2 acquiring the resources and information necessary for making occupational and educational decisions (descriptions of occupations, working conditions, environmental conditions, prerequisites, availability, mobility, promotion, training, facilities, wages, abilities, interests, projected trends, etc.).
 - 7.3 gaining an understanding of local places of employment (and the limitations of local employment).
 - 7.4 understanding the routes for advancement in selected occupations of personal interest.
 - 7.5 knowing the expectations and needs of the employer.
 - 7.6 understanding occupational classifications in the world of work (for example, the CCDO).
 - 7.7 having some practical work experience.
 - 7.8 being able to utilize the resources and information available in the divisional, community or school career centre.
 - 7.9 understanding typical on-the-job conflicts and methods to resolve conflicts (e.g., absenteeism, harassment, hazing and failure to communicate).
 - 7.10 being aware of the importance of appropriate work habits.

USING THE RESOURCE BOOK

This book was written for various audiences — counsellors, teachers, administrators and students. Teachers should find the book helpful in relating their subject area to careers. Counsellors will find that many of the suggested activities will be useful for individual and group counselling. The book can also be used for developing credit courses in careers or as special "school initiated courses". Finally, students will be able to select units and complete them on their own as individual units for studying career development.

With two exceptions*, all 40 activities in this book can be completed without additional career materials. Many pages have been designed for duplication and distribution to students. The experienced career counsellor will have many materials (films, inventories and tests, library resources) that can enhance many of the suggested career activities in the book, but the intent in writing those activities was that the activities could be used by the novice who might not have access to any other career materials. Even so, the experienced career worker could select various modules and use them as the basis for a full-credit high school course in career development.

1. Teacher Use

For the teachers who wish to relate their course to future careers, Unit I, Module 3 should be of particular interest. In this module, "How Do My School Courses Relate to My Career Goals?", many activities are suggested for the classroom teacher.

In Activity A, "School Courses and Careers", sample jobs are suggested for mathematics, science, English, social studies, art, and second language. These sample jobs are divided into three educational levels: high school, specialized training, and university.

In Activity B of this module, "Subject Areas and Careers", briefly described 72 activities that teachers could use for incorporating a study of careers into their regular school courses. The subject areas included are:

* The two exceptions are Unit II, Module 5 and Unit IV, Module 3. In the former module, the student needs the results of his/her Differential Aptitude Test scores and in the latter he/she needs a copy of the Canadian Classification and Dictionary of Occupations. See Annotated Bibliography of Resources, p. 261.

English, mathematics, social studies, science, home economics and industrial arts, music and art, physical education and outdoor education, and health.

Many other activities could be used for special units by the classroom teacher.

Following are three sample units:

<u>Unit on Decision Making</u>		<u>Page</u>
Unit I, Module 1	How Do We Make Decisions?	
Activity A	Steps in Making Decisions	22
Activity B	Factors That Influence Our Decisions	29
Unit III, Module 1	Career Decision Making	
Activity A	Getting Information for Decision Making	158
Activity B	Deciding What To Do After High School	160
<u>Unit on Looking at Self</u>		
Unit I, Module 2	What Are My Personal Goals?	
Activity A	The Need to Establish Goals	36
Activity B	Future Goals	39
Unit II, Module 3	Why Do We Work?	
Activity A	Why We Work	128
Activity B	Values and Work	130
Unit II, Module 4	What Are My Interests?	
Activity A	What Do I Really Like?	136
Activity B	Find Your Interest Code	140
Unit II, Module 5	What Are My Skills?	
Activity A	Skills Ranking	150
Unit III, Module 2	Careers and Self-Assessment	
Activity A	You and Personality	165
Activity B	Personality Types	167
<u>Unit on Discrimination</u>		
Unit II, Module 2	Will The Job I Want Be Available to Me?	
Activity A	Job Discrimination	112
Activity B	Considering Non-Traditional Careers	122
Unit III, Module 3	Careers and Lifestyle	
Activity A	Your Lifestyle	172
Activity B	The Cost of Living Your Lifestyle	178

These types of units might be particularly suitable for the smaller, rural school that has no guidance program or school counsellors.

2. Counsellor Use

School counsellors perform a wide variety of activities. These activities include: individual counselling, teaching career courses, providing group guidance and group counselling, and introducing special career units or mini-courses.

The activities suggested in this resource book should be helpful for each of these counsellor roles. If a fully-credited career course were offered, the counsellor might very well use most of the activities in this resource book. If shorter units were being provided, the counsellor could select a number of activities from the book that relate to the topic. (For example, see the activities for the three units outlined for 'teacher use' on page 10). Two units that are often provided by counsellors (either for credit or non-credit) are Job Preparation and Career Information.

The following modules and activities are suggested for these two units.

<u>Unit on Job Preparation</u>		<u>Page</u>
Unit III, Module 5	Effective Job Search Strategies	
Activity A	Locating Employment Possibilities	199
Activity B	Telephoning and Personal Contacts	201
Unit I, Module 4	How Do We Prepare For A Job?	
Activity A	Completing An Application Form	68
Activity B	Role Playing a Job Interview	73
Unit III, Module 4	Job Application Techniques	
Activity A	The Resume and Covering Letter	186
Activity B	The Interview	191
Unit I, Module 5	How Can I Succeed On The Job?	
Activity A	Desirable Worker Characteristics	84
Activity B	Personality and Attitude	87
Unit IV, Module 5	The Importance of Appropriate Work Habits	
Activity A	Keeping a Job	248
Activity B	Doing a Job Well	253

<u>Unit on Career Information</u>		<u>Page</u>
Unit II, Module 1	How Do Jobs Relate To One Another?	
Activity A	People, Data, Things	92
Activity B	Using Holland's Classification System	95
Unit IV, Module 1	Relating Occupational Classifications to Local Jobs	
Activity A	Examining Local Industry	210
Activity B	Job Market Exploration	212
Unit IV, Module 3	Using Career Information	
Activity A	Information About Occupations	227
Activity B	Canadian Career Information	228

Many of the activities in this resource book should also be helpful for the counsellor who does mainly individual counselling and needs a number of activities to provide his/her clients with help in 'looking at themselves' (self-assessment). Here the counsellor should be aware of activities for decision making (Unit I, Module 1 and Unit III, Module 1) assessing individual interests (Unit II, Module 4) assessing skills and aptitudes (Unit II, Module 5) personality (Unit III, Module 2) and examining personal goal-setting (Unit I, Module 2).

3. Individual Student Use

As was suggested in the former section, students can use many of the activities in this resource book to learn more about their individual interests, values, personality and aptitudes. Counsellors and teachers should encourage students to do this by making the book available and duplicating relevant sections of this resource book.

In rural Manitoba, many students can not see a counsellor with whom they might discuss their career concerns. If they simply wish to look at career development in an informal way, they can complete any of the activities suggested in the book. Students can also encourage their teachers to include some of the career activities into their regular courses (See Unit I, Module 3).

Students may also wish to use this material in a School Initiated Course or a Student Initiated Project dealing with career development. This could, for example, include modules on decision making, student self-assessment, job search and job preparation. The course, after approval, could then be completed by the individual student. As indicated previously, all materials are included in the resource book, and the individual student should be able to work through the various modules and activities with little or no supervision.

Hopefully, the instructional activities provided in this book will be helpful. Every effort has been made to allow for the individuality of teachers, counsellors and students. If career education is to be meaningful, the approach must be flexible to provide for differences in students and differences in communities.

4. Administrator Use

Administrators can make use of this book, and of the resource material described in the annotated bibliography, as resources for a variety of learning experiences for students. This material can be used in short-term group guidance or group counselling sessions, as the content for mini-courses or workshops, as the material for school initiated courses, or as resource material for teachers in a variety of subject areas.

OBJECTIVES AND RELATED ACTIVITIES

The following chart identifies activities which are most directly related to the grade 7 - 12 objectives.

OBJECTIVE	ACTIVITY TITLE	PAGE
1.1 Understanding the steps involved in decision making as related to all phases of career planning.	Steps in Making Decisions Getting Information for Decision Making	22 158
1.2 Understanding concepts related to decision making.	Factors Which Influence Decisions Steps in Making Decisions The Need to Establish Goals Future Goals	29 22 36 39
2.1 Identifying how personal goals are a part of making career decisions.	The Need to Establish Goals Future Goals Why We Work Values and Work	36 39 128 130
2.2 Understanding that planning helps to preserve freedom of choice and expand available options.	The Need to Establish Goals Future Goals	36 39
2.3 Building a perception of "where I am" to "where I want to be"; establishing goals for self-development and assessing where he/she is now in relation to the achievement of those goals.	The Need to Establish Goals Future Goals	36 39
2.4 Explaining relationships between educational and occupational decisions.	The Need to Establish Goals Future Goals School Courses and Careers Subject Areas and Careers	36 39 44 51
2.5 Selecting high school courses with respect to occupational goals.	The Need to Establish Goals Future Goals School Courses and Careers	36 39 44
3.1 Having experiences whereby he/she can observe people at work (work exposure).	One Day on the Job	218
3.2 Completing job application forms using personal interests, aptitudes and qualifications information.	Completing an Application Form	68
3.3 Preparing letters, applications, resumes and references related to career placement.	The Resume and Covering Letter Locating Employment Possibilities	186 199

OBJECTIVE	ACTIVITY TITLE	PAGE
3.4 Preparing for an employment interview.	Role-playing A Job Interview The Interview	73 191
4.1 Preparing a self-inventory on personal interests, abilities, values, needs, aspirations and personality to be used as the basis for systematic exploration of the world of occupations.	Personality and Attitude Why We Work Values and Work What Do I Really Like Find Your Interest Code Skills Ranking Identifying My Skills You and Personality	87 128 130 136 140 150 152 165
4.2 Acquiring a range of occupational information about those career clusters which relate most directly to the student's self-inventory.	People, Data, Things Using Holland's Career Classification System Job Discrimination	92 95 112
4.3 Matching data about him/herself with occupational data in the formulation of tentative short- and long-term plans.	People, Data, Things Using Holland's Career Classification System Values and Work Skills Ranking Identifying My Skills	92 95 130 150 152
4.4 Acquiring understanding of career-related concepts as "career clusters", "career ladders", (the logical progression from lower- to higher-level jobs in the same field), "employability skills", "entry options, etc.	People, Data, Things	92
4.5 Acquiring an understanding of the factors influencing the changing world of work (e.g., changes in the productivity of goods and services, changing role of men and women, etc.)	Job Discrimination Considering Non-Traditional Careers	112 122
4.6 Increasing occupational and self-knowledge through the use of outside resources and experiences in the community (e.g., work exposure through observation of work sites, conducting interviews relative to job skills, observing workers in non-traditional jobs, etc.).	Considering Non-Traditional Careers One Day on the Job	122 218
4.7 Becoming aware of the interdependency of community jobs.	Examining Local Industry	210
4.8 Understanding how geographical mobility may be related to certain occupational opportunities (e.g., relocation when two careers in a family are involved).	Job Market Exploration	212

OBJECTIVE	ACTIVITY TITLE	PAGE
4.9 Identifying factors affecting job success (responsibility, interpersonal relations, appearance, etc.).	Desirable Worker Characteristics	84
	Personality and Attitude	87
	Job Discrimination	112
	Doing A Job Well	253
4.10 Acquiring some understanding of how to collect and evaluate data about conditions affecting employment opportunities (e.g., economics, demographic trends, etc.).	Examining Local Industry	210
	Doing A Job Well	253
5.1 Assuming responsibility for own career planning.	Steps In Making Decisions	22
	Getting Information for Decision Making	158
	Deciding What To Do After High School	160
5.2 Assessing own aspirations, values, interests, aptitudes and personality as factors in making career decisions and plans.	Steps in Making Decisions	22
	Why We Work	128
	Values and Work	130
	What Do I Really Like	136
	Find Your Interest Code	140
	Skills Ranking	150
	Identifying My Skills	152
	Getting Information for Decision Making	158
	Deciding What To Do After High School	160
	You and Personality	165
	Personality Types	167
	Your Lifestyle	172
5.3 Identifying, collecting and evaluating information for use in formulating post-secondary plans.	Steps in Making Decisions	22
	Find Your Interest Code	140
	Getting Information for Decision Making	158
	Deciding What To Do After High School	160
	Your Lifestyle	172
5.4 Generating realistic alternatives in terms of post-secondary plans.	Steps in Making Decisions	22
	Find Your Interest Code	140
	Identifying My Skills	152
	Deciding What To Do After High School	160
	Your Lifestyle	172
5.5 Demonstrating capacity for decision making in ambiguous circumstances.	Steps in Making Decisions	22
	Deciding What To Do After High School	160
5.6 Being able to define career investigations that help determine his/her suitability for a particular post-secondary program or job.	Deciding What To Do After High School	160

OBJECTIVE	ACTIVITY TITLE	PAGE
6.1 Preparing a more detailed job resume.	The Resume and Covering Letter	186
6.2 Filling out application forms.	Completing An Application Form	68
6.3 Participating effectively in a job interview.	Completing An Application Form	68
	Role-Playing a Job Interview	73
	The Interview	191
6.4 Preparing introductory letters such as letters of application.	The Resume and Covering Letter	186
	Locating Employment Possibilities	199
6.5 Being aware of his/her responsibilities related to the job search.	Locating Employment Possibilities	199
	Fitting The Job	237
	Personal Needs That Affect Work	241
6.6 Being aware of strategies that can be employed in an effective job search.	Locating Employment Possibilities	199
	Telephoning and Personal Contacts	201
	Fitting The Job	237
	Personal Needs That Affect Work	241
6.7 Being aware of how to prepare a budget in the support of his/her short- and long-term career goals.	The Cost of Living Your Lifestyle	178
	Personal Needs That Affect Work	241
6.8 Being aware that career directions are continuously open to change.	The Cost of Living Your Lifestyle	178
6.9 Applying all previous knowledge in preparing a comprehensive career plan.	The Cost of Living Your Lifestyle	178
7.1 Understanding the concepts of intrinsic and extrinsic satisfaction in work.	Why We Work	128
	Interviewing A Worker	219
7.2 Acquiring the resources and information necessary for making occupational and educational decisions (descriptions of occupations, working conditions, environmental conditions, prerequisites, availability, mobility, promotion, training, facilities, wages, abilities, interests, projected trends, etc.).	Job Market Exploration	212
	Interviewing A Worker	219
	Information About Occupations	227
	Fitting The Job	237
7.3 Gaining an understanding of local places of employment (also the limitations of local employment).	Job Market Exploration	212
	One Day on the Job	218
	Interviewing a Worker	219
7.4 Understanding the routes for advancement in selected occupations of personal interest.	One Day on the Job	218
	Interviewing a Worker	219

OBJECTIVE	ACTIVITY TITLE	PAGE
7.5 Knowing the expectations and needs of the employer.	Interviewing A Worker	219
7.6 Understanding occupational classifications in the world of work.	Examining Local Industry	210
	Canadian Career Information	228
7.7 Having some practical work experience.	One Day on the Job	218
	Interviewing A Worker	219
7.8 Utilizing the resources and information available in his/her divisional, community or school career centre.	Job Market Exploration	212
	Information About Occupations	227
	Canadian Career Information	226
7.9 Gaining better understanding of typical on-the-job conflicts and discussion of method to resolve conflicts such as absenteeism, harrassment, hazing and failure to communicate.	Interviewing A Worker	219
	Keeping A Job	248
7.10 Understanding the importance of appropriate work habits.	One Day On The Job	218
	Interviewing A Worker	227
	Keeping A Job	248
	Doing A Job Well	253

THE CAREER RESOURCE CENTRE

In order to provide the vocational counselling needed by students, it is necessary to provide them with accurate and up-to-date occupational information. There are many useful tools and resources available from Canadian sources which can be used for this purpose. Several of these are listed in the Annotated Resource Bibliography beginning on page 261 of this guide.

The establishment of a career resource centre to house this material will facilitate its provision to students, their parents, teachers, and, indeed, the community as a whole. The emphasis is on easy accessibility of information and professional assistance for bridging the gap between education and work. The centre ideally should contain such components as audio-visual materials and equipment, books, pamphlets, files, reference and resource works, catalogues, calendars, brochures — virtually every kind of information — and spaces in which to utilize the information.

Through the use of a career resource centre, students can come to know that they have vocational choices, what their choices are, and how to make choices for future success and satisfaction. Teachers using the centre will become informed of occupational areas and of career exploration, decision making, and job search methods. Parents will be familiarized with current life-career-job options, which is essential as research indicates clearly that it is the parents who typically have the major influence on their children's career planning.

Career centres set in high schools and junior high schools can be quite inexpensive and simple to establish — especially if student assistance is available for the clerical work involved.

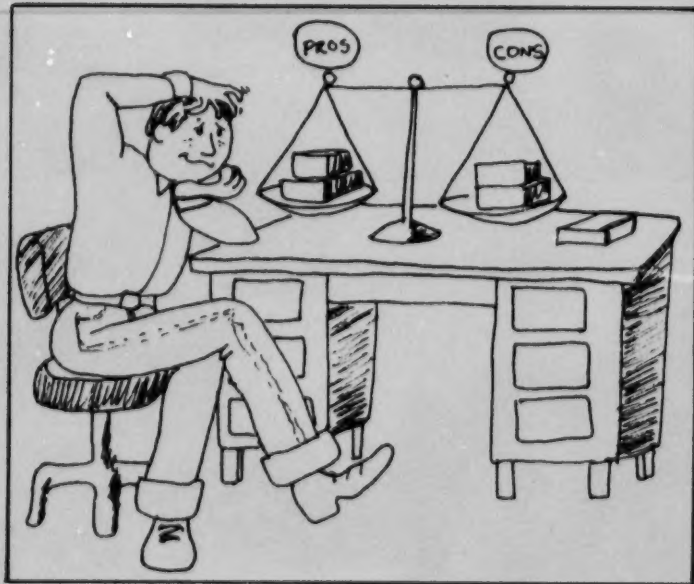
As distinct from an in-school resource centre, a Community Career Resource Centre houses the resources and services in one location accessible to several schools and students are brought to the centre. Such a centre will enhance school centres by offering an effective updating service and by making available on a shared basis those items which are beyond the budget of the individual school. This "under one roof" concept lends itself well to urban divisions. Some rural divisions have been contemplating establishing a mobile resource centre which would move from school to school. It must be remembered, however, that these centres are a counsellor aid; they cannot take the place of a counsellor.

Unit 1

Career Planning and Preparation

Module 1

How do we make decisions?



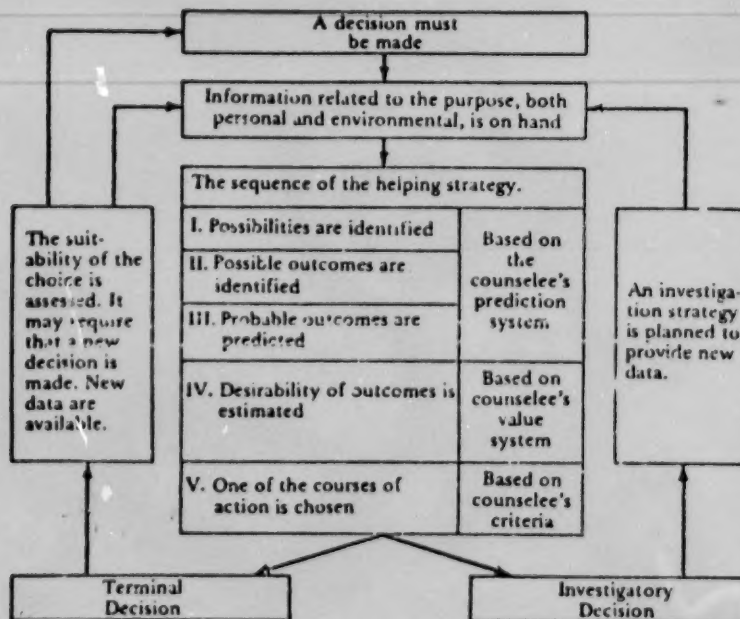
Making decisions.

NOTES FOR THE LEADER

In Counseling for Career Development, E.L. Tolbert⁷ discusses the phases of decision making. The steps are as follows:

1. Purpose. The counsellee needs to make a decision. He/she has at least two options.
2. Information. Information about the options is identified or obtained.
3. Possibilities. All of the possible courses of action are identified.
4. Results possible. Possible consequences of each alternative are examined.
5. Results probable. The likelihood of each consequence is predicted.
6. Values. The personal desirability of each consequence is assessed.
7. Decision. A choice is made. It may be
 - a) terminal;
 - b) investigatory.
8. Feedback and evaluation.
 - a) The counsellee judges the suitability of his decision.
 - b) The counsellor evaluates the effectiveness of his help.

This process can be illustrated as follows:⁸



ACTIVITY A: STEPS IN MAKING DECISIONS

PERFORMANCE OBJECTIVE:

Students will practice decision-making steps using a specified model.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 - 2 class periods.

PREPARATION: Prepare adequate number of student materials.

PROCEDURE:

1. The leader introduces this activity by making a few comments such as the following:

Leader Statement:

Each day of our lives we make decisions. The decision-making examples we will look at are not just to prepare for the future, but are NOW decisions as well. Although we make many decisions automatically with little or no thought, we are entering a stage of life when, more and more, we will be called upon to make decisions that cannot be made automatically — or with just a little thought. How can we learn to make decisions that require careful planning? The following method is called

S - E - L - F

- S - Sort out things that I know or can find out.
 - E - Either . . . Or. List my alternatives.
 - L - Look at all my possible consequences.
 - F - Finally, make my decision, by weighing my choices and how they will affect me.
2. In order to have students practice the S-E-L-F decision-making model, have them complete How Important Is Studying? on page 23. Discuss the students' answers after they have completed the exercise.

NOTES:

HOW IMPORTANT IS STUDYING?

How much I learn in school depends partly on how well I know how to study. Studying means thinking, reading, outlining, working problems, writing or any other necessary task. Should I take studying seriously?

S/ SORT OUT THE FACTS I SHOULD KNOW ABOUT STUDYING:

Studying requires concentration on my part.
There are definite techniques involved in studying.
It takes time that I might use of things I like better.
Those who study properly usually make good progress in school.

Other facts: _____

E/ EITHER . . . OR — WHAT ARE MY ALTERNATIVES?

I decide not to study

or

I decide to study.

L/ LET'S LOOK AT THE CONSEQUENCES:

If I decide not to study:

I may fail or make very low grades.
Failure or low grades may put me on restriction at home.
I can rely on class discussion only.
I may cram the night before a test.
I may be smart enough to get by without studying.
I may be lucky and get by on my personality.
Failure may cause me to repeat a grade.

Other consequences: _____

If I decide to study:

My grades may improve.

My teacher or counsellor may help me plan a good study schedule.

I may be able to keep up with assignments.

Good work habits will be valuable to me throughout life.

Other consequences: _____

F **FINALLY. I MUST MAKE MY OWN DECISION:**

Using the S-E-L-F method of making decisions, I must sort out the facts, weigh the alternatives, consider the possible consequences and then make my decision.

WHAT WOULD BE SOME GOOD STUDY HABITS? Comment _____

HOW IMPORTANT ARE GRADES?

It would be nice not to have to talk about grades, particularly if they are not very good ones. However, studies show that grades are the best single predictor in describing how well students may be expected to do later on in school. I must decide how important it is to me to make good grades.

/S/ SORT OUT THE FACTS I KNOW ABOUT GRADES:

Students who make good grades generally like school better.
Sometimes grades do not show what students have really learned.
Parents like good grades on report cards.
Good grades in junior high school generally indicate a better background for high school and perhaps for college.
Grades sometimes indicate one's ambition.
Grades may influence a person's chance of getting a good job.

Other facts: _____

/E/ EITHER . . . OR — WHAT ARE MY ALTERNATIVES?

I work to make my grades as good as possible

or

I am content just to "get by".

/L/ LET'S LOOK AT THE CONSEQUENCES:

If I work to make my grades as good as possible

I may like school better.
I may like myself better.
I'll have less time for other things.
My parents will be proud of me.
There will be less chance of being restricted or punished.
My friends may think I'm "square".
I may have a wider choice of jobs or colleges.

Other consequences: _____

If I am content to just "get by"

I'll have more time for other things I like to do.

I may fail a subject and have to go to summer school.

I may have to repeat the whole grade.

I may be restricted or punished.

My classmates may not respect me as much.

I may have a poor background for high school.

Other consequences: _____

F FINALLY. I MUST MAKE MY OWN DECISION:

Using the S-E-L-F method of making decisions, I must sort out the facts, weigh the alternatives, consider the possible consequences and make my decision.

Write down your decision: _____

WILL I WANT TO DROP OUT OF SCHOOL?

According to Manitoba law, a student must remain in school until he is sixteen years of age. A pupil who leaves school before he graduates is called a dropout. Each of us will be sixteen before too long. Some may already be sixteen or more. All students must make the decision whether or not to continue in school. Some make this decision very quickly and easily and without any difficulty; for other boys and girls it is a very hard choice to make. What are some of the things I should consider before dropping out?

/S/ SORT OUT THE FACTS I KNOW ABOUT DROPOUTS:

In Manitoba high schools approximately ten percent of all students drop out each year.

In most schools more boys drop out of school than girls.

Of the pupils who drop out, many have done very poorly in their school work, but some have done quite well.

Most dropouts have little choice of jobs because they have no training.

Other facts: _____

There are many, many reasons why boys and girls drop out of school:

Some leave to get a job.

Some leave to get married.

Some leave to go to night school or apprenticeship training.

Others: _____

/E/ EITHER . . . OR — WHAT ARE MY ALTERNATIVES?

I drop out of school before I graduate

or

I stay in school and continue to prepare myself for a job.

L LET'S LOOK AT THE CONSEQUENCES:

If I drop out of school:

- I may get a job and start earning my own money.
- I may go into vocational training which interests me more.
- I may be able to be my own boss.
- I may not be able to go to night school.

Other consequences: _____

If I do not drop out of school:

- I can continue to take part in school activities.
- I may be able to earn more money later in my life.
- I may be able to get a part-time job and still go to school.
- I may be wasting my time because I'm not getting anything out of school.
- I may be able to participate in a junior high school work program.
- I may be able to transfer to another school like Clearwater Comprehensive Junior High where I think I could study the things I like.

Other consequences: _____

F FINALLY, I MUST MAKE MY OWN DECISION:

Using the S-E-L-F method of making decision, I must sort out the facts, weigh the alternatives, consider the possible consequences and make my decision.

To help me decide I can think about some of the things I value.

In order of my preference what
things in life are most
important to me?

Why are these things important
to me?

ACTIVITY B: FACTORS WHICH INFLUENCE DECISIONS

PERFORMANCE OBJECTIVE:

Students will investigate factors and concepts related to decision making.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 80 minutes.

PREPARATION: Prepare enough copies of materials for student use.

PROCEDURE:

1. Many times we make decisions that involve limited conscious involvement or personal responsibility. Students should list some examples of ways we make decisions that take limited personal responsibility. The following guideline may be helpful in generating a list.

A. Routine	C. Made for You
- little thought given	- your thoughts or planning
- a habit	are not considered
B. Impulse	D. Default
- little thought given	- failure to act
- no planning	- failure to act in time
2. Individually, students can examine some of their decisions by completing the Recent Decisions exercise on the following page.
3. Have the class discuss the answers to the Recent Decisions exercise.
4. Members of the class will receive copies of Decision-Making Factors (page 31). After a brief explanation of each of the factors by the instructor, group members would complete the exercise and discuss the questions at the end of the exercise.

NOTES:

RECENT DECISIONS

1. What are some decisions that you have made recently?
2. Were some of these decisions more important than others?
3. Why?
4. Some decisions you may hardly notice; they are automatic — you make them out of habit. Other decisions are really big ones; they are very important to you.
 - a) Give an example of a decision you made, or might have to make, that could be really hard to back out of.
 - b) Give an example of a decision that might be harmful to you or someone you care about in some way.
 - c) Give an example of a decision you could make that might keep you from doing something you want to do.
 - d) Give an example of a decision which would have an effect on other decisions.

DECISION-MAKING FACTORS

State three recent decisions:

Decision 1 (✓)

Decision 2 (X)

Decision 3 (O)

Mark below (using the symbols) which factors were present for you in each of the three decisions.

External Factors	Slightly Present	Moderately Present	Very Present
1. Family Expectations			
2. Family Responsibilities			
3. Community Expectations			
4. Female/Male Stereotypes			
5. Other (Specify)			
6. Other (Specify)			

Internal Factors	Slightly Present	Moderately Present	Very Present
1. Lack of Self-Confidence			
2. Fear of Change			
3. Fear of Making a Wrong Decision			
4. Fear of Failure			
5. Other (Specify)			
6. Other (Specify)			

Repeat exercise for each of the three decisions.

Discussion Questions:

1. Do you experience more internal or external factors as obstacles to making satisfying decisions?
2. Do any patterns emerge in your decision making?
3. If a particular factor is "Very Present" once, and another factor is "Slightly Present" more than once, which one would be more significant to you and why?

Unit 1

Career Planning and Preparation

Module 2

What are my personal goals?



Career decisions.

NOTES FOR THE LEADER

A few lines by John Masefield illustrate the impact of one's decisions on the course of his or her life:

Tramping at night in the cold and wet, I passed the lighted inn,
And an old tune, a sweet tune, was being played within . . .
And it brought a bitter thought of the days that now were dead to me,
The merry days in the old home before I went to sea —
Days that were dead to me indeed. I bowed my head to the rain,
And I passed by the lighted inn to the lonely roads again.⁹

The poem, "The Road Not Taken", by Robert Frost, also speaks to the concept of personal goals.

Two roads diverged in a yellow wood,
And sorry I could not travel both . . .
. . . Yet knowing how way leads on to way,
I doubted if I should even come back . . .
. . . Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.¹⁰

ACTIVITY A: THE NEED TO ESTABLISH GOALS

PERFORMANCE OBJECTIVE:

The student will explore personal goals and their significance for career planning.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 class period.

PREPARATION: Prepare enough copies of materials for student use.

PROCEDURE:

1. Read aloud The Story of Mary. Have the students list at the bottom of the page Mary's important decisions and why they were important.
2. Discuss the students' answers, using the following questions as guidelines:
 - a) What could have changed the course of Mary's life when she was in high school?
 - b) What type of help could have been given her?
 - c) Did Mary set any goals for herself?
 - d) What might have been realistic goals for Mary to set for herself in high school?
 - e) What causes students to make decisions and move in unproductive directions despite efforts on the part of others?
 - f) What would you do now if you were Mary?

NOTES:

The Story of Eric (see page 38) may be used in addition to The Story of Mary, according to the leader's judgment.

LACK OF GOALS

THE STORY OF MARY

Mary is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her ill-fitting cotton dress, sandals, and long, stringy hair, you would not know that she is bright, creative and talented. Nor would you know that both her parents are college graduates working at a university. Mary doesn't know what to do, and she does want to do something. She is not a drug user, or a dropout from society. She wants to be part of a future and the world around her.

Mary is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry in grade 10 when her grades improved. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her grade 12 year, she dropped out when she turned 18 in March of that year.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered a community college on probation. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied yoga. Tiring of it, she returned to community college again, this time to study interior decorating. She hated the routine assignments and quit, even though she was making good grades.

Mary dated sometimes during these years, but never was interested in any of the boys. She was frequently depressed, and wanted to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

Pick out the decisions Mary made that turned out to be important ones for her. List them in order and say why you feel they were critical.

DECISIONS

WHY CRITICAL

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LACK OF GOALS

THE STORY OF ERIC

Eric is 16 years old and in grade 11. He is getting fed up with school. Looking at his scruffy appearance, you would not know that he is very bright, creative and talented. Nor would you know that both his parents are college graduates working at a university. Eric doesn't know what to do, but he does want to do something. He is not a drug user, or a dropout from society. He wants to be part of a future and the world around him.

Eric doubts that he will graduate from high school; he made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry at the end of grade 10 when his grades improved. Although frequently absent, he did good work when he was in class. When he stayed home, he read or painted. His knowledge was great, and his paintings were excellent. But falling behind in his assignments in grade 11, he is thinking about dropping out.

His home life is chaotic. There are fights with his parents about grades and going to college. They don't care what he does socially, or whether he stays out late. They do care about grades. He is eager to be on his own.

What important decisions is Eric making? List them in order of their importance and say why you feel they are important.

DECISIONS

WHY IMPORTANT

ACTIVITY B: FUTURE GOALS

PERFORMANCE OBJECTIVE:

The student will begin exploring the process of establishing personal goals by building the perception of "where I am" compared to "where I want to be".

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 - 2 class periods.

PREPARATION: Prepare adequate numbers of student materials.

PROCEDURE:

1. Introduce this activity by discussing the poetry lines cited in Notes for the Leader.
2. Have students complete the Goals Chart on page 40.
3. Discuss the Goals Chart.
4. Get each student to comment on his/her goals in terms of:
 - a) education required;
 - b) special training required;
 - c) realism in light of present school achievement;
 - d) family expectations;
 - e) others.

NOTES:

GOALS CHART

Imagine yourself at the age you will be in 5, 10, 20 and 40 years from now.

YEAR	YOUR AGE	THINGS YOU WANT TO DO	THINGS YOU WANT TO HAVE	THINGS YOU WANT TO BE
NOW				
5 YEARS LATER				
10 YEARS LATER				
20 YEARS LATER				
40 YEARS LATER				

Unit 1

Career Planning and Preparation

Module 3

How do my school courses
relate to my career goals?



I wonder what kind of training would help
me to become the first woman on Mars?

NOTES TO THE LEADER

Course selection is one of the first opportunities students have for making career decisions. Too few teachers and counsellors spend time emphasizing to students the relevance and importance of the various subject areas. The exercises in this unit attempt to relate careers and school courses. Hopefully, students will see how their interests and abilities in various subjects can be related to the skills and knowledge they will need in their future career.

The school staff should be involved in the career development of the students. Ideas for integrating careers into regular subject areas are suggested in Subject Areas and Careers. Some effort on the part of counsellors is required to involve teachers. Following are some techniques (suggested by David Winefordner in Career Information System¹¹) to involve teachers. Each technique addresses two goals: to help teachers make their own subject area more meaningful to students through its relation to the knowledge and skills required in the world of work; and to help teachers see their area of specialization as part of a much larger integrated system relating to the career development needs of youth.

1. Design an in-service program on 'subject areas and careers' for new teachers.
2. Work with department chairpersons. They can assist in providing a unified approach and can also help alleviate duplication of experiences for students taking several courses within a specialized area.
3. Schedule a few minutes on the agenda of a staff meeting to generate interest.
4. Offer individual assistance to teachers interested in integrating careers into the subject area.
5. Offer to arrange field trips and resource speakers on vocational and career areas for classroom teachers.

ACTIVITY A: SCHOOL COURSES AND CAREERS

PERFORMANCE OBJECTIVE:

The student will explore the relationships between school subjects and occupations.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION: Prepare adequate number of student materials.

PROCEDURE:

1. After a brief introduction to this activity, the leader should distribute the Sample of Jobs forms to students. Students should be encouraged to look at all subject areas, but, if a limited time is available, students should choose one or two subject areas of the six listed on pages 45 to 50.
2. Form the class into small groups and ask each to fill in three additional occupations relating to the course subject and corresponding work tasks, as indicated on the Sample of Jobs sheet. If students are only studying one or two course subjects, groups can be developed around subject interest.
3. Have the groups fill in a work task for each occupation, including the three occupations they have added to each educational level.
4. Each small group will act as a panel for "Twenty Questions". Each panel will present to the class an example of a skill or concept used in an occupation related to the subject of the course. If the class cannot identify the occupation with twenty questions which require a yes or no answer, the panel wins.
5. Have each student select jobs related to subject areas and study how the subject is used on the job. This should involve an interview with a worker in the job and the use of specific career monographs and occupational resource materials such as Careers Canada and Canadian Classification and Dictionary of Occupations (as listed in the Annotated Resource Bibliography).
6. Have students discuss their own tentative selection of high school courses with respect to their occupational interests.

NOTES:

SAMPLE OF JOBS (MATH)

Educational Level	Occupation	A Work Activity in Which Math is Used
High School	1. Salesperson 2. Bank Clerk 3. Postal Clerk 4. Bookkeeper 5. Roofer 6. Waiter/Waitress 7. Computing Machine Operator 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Specialty Training	1. Real Estate Agent 2. Interior Designer 3. Insurance Agent 4. Airline Pilot 5. Buyer 6. Bank Teller 7. Insurance Adjuster 8. Carpenter 9. Upholsterer 10. Tax Consultant 11. Appraiser 12. Lab Assistant 13. 14. 15.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.
College or Graduate School	1. Actuary 2. Chemist 3. Architect 4. Teacher 5. Accountant 6. Engineer 7. Astronomer 8. Psychologist 9. Counsellor 10. 11. 12.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

SAMPLE OF JOBS (SCIENCE)

Educational Level	Occupation	A Work Activity in Which Science is Used
High School	1. Photographic Helper	1.
	2. Nurse's Aide	2.
	3. Glass Blower	3.
	4. Lab Assistant	4.
	5. Landscape Gardener	5.
	6.	6.
	7.	7.
	8.	8.
Specialty Training	1. Pharmaceutical Salesperson	1.
	2. Research Aide	2.
	3. Dental Hygienist	3.
	4. Nurseryman	4.
	5. Soil Conservationist	5.
	6. X-ray Technician	6.
	7.	7.
	8.	8.
	9.	9.
		10.
College or Graduate School	1. Science Teacher	1.
	2. Horticulturist	2.
	3. Dentist	3.
	4. Nurse	4.
	5. Engineer	5.
	6. Dietitian	6.
	7. Home Economist	7.
	8. Physical Therapist	8.
	9. Public Health Officer	9.
	10.	10.
	11.	11.
	12.	12.

SAMPLE OF JOBS (ENGLISH)

Educational Level	Occupation	A Work Activity in Which English is Used
High School	1. Demonstrator	1.
	2. Salesperson	2.
	3. Receptionist	3.
	4. Telephone Operator	4.
	5. Proofreader	5.
	6. Switchboard Operator	6.
	7.	7.
	8.	8.
	9.	9.
Speciality Training	1. Actor	1.
	2. Freelance Writer	2.
	3. Business Executive	3.
	4. Flight Attendant	4.
	5. Disc Jockey	5.
	6. Radio or TV Announcer	6.
	7. Store Buyer	7.
	8. Secretary	8.
	9. Stenographer	9.
	10.	10.
	11.	11.
	12.	12.
College or Graduate School	1. Advertising Copywriter	1.
	2. Lawyer	2.
	3. Newspaper Reporter	3.
	4. Technical Writer	4.
	5. Librarian	5.
	6. Public Relations Worker	6.
	7. Teacher	7.
	8.	8.
	9.	9.
	10.	10.

SAMPLE OF JOBS (SOCIAL STUDIES)

Educational Level	Occupation	A Work Activity in Which Social Studies is Used
High School	1. Religious Worker 2. Taxi Driver 3. Museum Guide 4. 5. 6.	1. 2. 3. 4. 5. 6.
Specialty Training	1. Detective 2. Salesperson 3. Insurance Agent 4. Police Officer 5. Travel Agent 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
College or Graduate School	1. Psychologist 2. RCMP Agent 3. Lawyer 4. Government Official 5. Economist 6. Foreign Correspondent 7. Newspaper Editor 8. Sociologist 9. Counsellor 10. Teacher 11. 12. 13.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

SAMPLE OF JOBS (ART)

Educational Level	Occupation	A Work Activity in Which Art is Used
High School	1. Landscape Gardener	1.
	2. Gift Wrapper	2.
	3. Sign Painter	3.
	4. Wood Engraver	4.
	5. Model	5.
	6. Upholsterer	6.
	7.	7.
	8.	8.
	9.	9.
Specialty Training	1. Illustrator	1.
	2. Draftsperson	2.
	3. Choreographer	3.
	4. Advertising Layout Artist	4.
	5. Artist	5.
	6. Cartoonist	6.
	7. Commercial Photographer	7.
	8. Interior Designer	8.
	9. Beautician	9.
	10. Jeweler	10.
	11.	11.
	12.	12.
	13.	13.
College or Graduate School	1. Auto Designer	1.
	2. Curator	2.
	3. Architect	3.
	4. Industrial Designer	4.
	5. Medical Illustrator	5.
	6. Dentist	6.
	7. Teacher	7.
	8.	8.
	9.	9.
	10.	10.

SAMPLE OF JOBS (FOREIGN LANGUAGES)

Educational Level	Occupation	A Work Activity in Which Foreign Languages Are Used
High School	1. Receptionist 2. Translator 3. Customs Inspector 4. Salesperson 5. Airport Worker 6. Taxi Driver 7. Hotel Worker 8. Military Person 9. 10. 11.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.
Specialty Training	1. Flight Attendant 2. Foreign Service Worker 3. Fashion Buyer 4. Tour Conductor 5. Police Officer 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
College or Graduate School	1. Diplomat 2. Missionary 3. Business Executive 4. Teacher 5. Foreign Correspondent 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.

ACTIVITY B: SUBJECT AREAS AND CAREERS

NOTES FOR THE LEADER

On the following pages are a number of activity suggestions for each of the following subject areas:

1. English
2. Mathematics
3. Social Studies
4. Science
5. Home Economics/Industrial Arts
6. Music/Art
7. Physical Education/Outdoor Education
8. Health

Activities of this type can be used in group guidance classes, as career course assignments or as a part of the regular subject activities. See Activity A for lists of occupations related to various school subjects.

The following activities are intended to illustrate possible approaches which relate career education to specific subject matter areas. The teacher is advised to adapt the activities to the grade level at which he or she is teaching.

SUBJECT AREA: ENGLISH

ACTIVITY TITLE: SALARY VS. SELF-EMPLOYMENT

PERFORMANCE OBJECTIVE:

The student will debate the pros and cons of self-employment versus holding a salaried position.

TIME REQUIRED: 1 - 2 class periods.

PREPARATION:

Teacher may wish to help students identify sources of information in advance.

PROCEDURE:

1. Review rules of debating.
2. Organize two debating teams, one which will argue the positive and the other the negative on the question: "Resolved. That it is better to be self-employed than to work for a salary."
3. Debaters should include consideration of such questions as union membership, social security, withholding, fringe benefits, labour-management relations, and so forth.
4. Have the class judge the outcome.

OTHER IDEAS:

1. Discuss how family names are formed from the names of occupations (Smith, Mason, Fisher, etc.). Have students research and make a list of other such examples.
2. Create role-playing situations between parents and students in which the parent is urging the student to go into a certain career because of economics or prestige or family tradition and the student resists because of strong interest in another direction or because of different values.
3. Have the student list the skills and processes required in the career area of his/her choice, and note the degree to which hobbies and interests have affected that choice.
4. Have the student determine to what extent language arts skills are used in his/her career area and evaluate his/her proficiency in the language arts skills that are required.
5. Assign a small group of students to prepare material and debate the topic, "How important is money in choosing a career?"

6. Have students monitor written articles, advertising and TV shows for biased reporting, and organize a "truth squad" to obtain and disseminate more complete or accurate information.
7. Study a list of questions commonly used by the job interviewer. View a film-strip on the job interview. Arrange interviews between students, each having an opportunity to play the role of interviewer or interviewee. Then discuss proper dress, attitude and other pointers.
8. Have students make a filmstrip illustrating situations between co-workers as well as between supervisor and workers in order to see the necessity for spoken or written communication skills.
9. Have students write and act out skits showing situations where a person might need vocational retraining because of job loss, job change, or job advancement.

SUBJECT AREA: MATHEMATICS

ACTIVITY TITLE: JOB IN MATHEMATICS

PERFORMANCE OBJECTIVE:

The student will understand the relation of mathematics to occupations.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION:

Assemble necessary construction materials: poster paper, felt pens, scissors, old magazines, etc.

PROCEDURE:

1. Divide the class into working groups of four students each.
2. Provide materials necessary for constructing charts. Each group is given the task of constructing a chart which illustrates occupations related to mathematics.
3. As a follow-up, the groups make projections showing possible changes in these occupations in the future.

OTHER IDEAS:

1. Have parents of some students talk to the class if possible or let students tell about their parents' work and how they use the math processes in their careers.
2. Point out and discuss jobs that would require estimations, e.g., carpenter, purchasing agent, contractor, dietitian.
3. Have students make a scale drawing of their house, which relates to the occupations of draftsman and architect. They could also make maps giving directions to their homes which relate to the occupation of mapmaker.
4. Have students relate to the work of dispatchers by working up a timetable or schedule for an airline, train or busline. Discuss other occupations involved in the preparation of a schedule for public use.
5. Assign the task of planning a trip for the whole family to Disneyland, Banff National Park or Expo in Montreal. Include mileage, car expense, food, lodging and entertainment. List occupations which they will come in contact with during the trip.
6. Interview a music instructor about the relationship of mathematics and music.
7. Visit and interview a real estate agent, insurance agent or car salesperson about his or her use of mathematics in business.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITY TITLE: CAREERS IN SOCIAL SCIENCES

PERFORMANCE OBJECTIVE:

The student will interview various workers in occupations related to social studies.

TIME REQUIRED: 3 - 4 periods of in-class work.

PREPARATION:

Provide several tape recorders, if possible. Teacher may be required to assist students identify and contact workers.

PROCEDURE:

1. Students list a number of occupations related to social studies (e.g., economist, urban planner, archivist, etc.).
2. On the basis of interests, students are formed into investigative teams.
3. Teams devise a list of questions to ask the workers in the selected occupations.
4. Using tape recorders, if possible, students interview the workers.
5. Students play back and discuss interviews with the class.

OTHER IDEAS:

1. Ask students to describe situations in which they have acted in a serving capacity. How did they feel about this role? Discuss jobs that involve serving.
2. Lead a group discussion on how the laws of society force individuals to compromise their career needs.
3. Ask students to identify occupations in your locale that require licensing and to determine the reasons such restrictions are needed. Discuss with the class the effects of these restrictions on workers.
4. Invite a representative of Canada Employment and Immigration Commission (Manpower) to speak to the class on the changes in the world of work during the last 25 years or current employment trends and outlook.
5. Give a situational problem and have the students demonstrate in simulated skits proper attitude and manners which would be required during a job interview or on the job.
6. Encourage students to participate in and work in political campaigns, school events, church affairs, and social and civic activities.

7. Have students participate in work-conflict simulations and then discuss the attitudes and behaviours which will enable them to obtain and hold a job.
8. Through simulation of a work stoppage, have students use mediation and arbitration techniques to debate the justification for such action and arrive at a resolution of the problem.
9. Have students role play in the career area of their choice to explain how resources, technology, and creative ability interplay and point out the interrelationship of the careers involved.

SUBJECT AREA: SCIENCE

ACTIVITY TITLE: CAREERS FOR TOMORROW

PERFORMANCE OBJECTIVE:

The student will identify future occupations related to resources.

TIME REQUIRED: 1 class period.

PREPARATION:

Teacher should collect and duplicate articles concerning resource use and depletion.

PROCEDURE:

1. Students read about and discuss our dwindling supply of easily obtainable natural resources.
2. Discuss the possibility of using the sea to obtain resources.
3. Students brainstorm a list of occupations associated with obtaining resources from the sea. Discuss the need or opportunity for new occupations related to possible new technologies.

OTHER IDEAS:

1. Bring topographic maps to class of areas that the students are familiar with and study the markings. Let students make their own maps of the school grounds, a farm, or any area of their choice. Then talk about people who would use topographic maps: soil conservation personnel, surveyors, civil engineer, military personnel, aviators, etc.
2. Arrange on 6" x 8" cards secured with rubber band, some animal-related occupations. There may be notes or sketches on one side of the card. Examples are: zookeeper, veterinarian, etc.
3. Arrange for a visit from Health Department personnel (or St. John's Ambulance) to demonstrate first aid methods. Discuss careers related to the use of first aid. Practice practical application of standard first aid skills.
4. Have students volunteer to role play people in different careers who would use first aid. They should come with their own "props" or "garbs" and demonstrate how first aid would be used by these people.
5. Investigate the career possibilities evolving from ecological problems created by increased population.
6. Research a specified scientific area to determine what new job opportunities are available as a result of technological advances in that area (e.g., computers).

SUBJECT AREA: HOME ECONOMICS/INDUSTRIAL ARTS

ACTIVITY TITLE: FIELD TRIP

PERFORMANCE OBJECTIVE:

Students will tour a community college and will listen/observe/note areas of interest.

TIME REQUIRED: 2 periods of in-class plus time for visit.

PREPARATION:

Teacher must make arrangements in advance with the appropriate office of the community college.

PROCEDURE:

1. Prior to the tour, students prepare a list of "things to look for, questions to ask".
2. Students tour areas of interest: drafting, building trades, food services, area, etc.
3. Back at school students discuss what they observed and learned.

OTHER IDEAS:

1. Have one group leave the kitchen a mess. When the next group comes to class, they will find that they are unable to perform their task because the previous class was irresponsible. Relate this to the world of work, providing examples of the interdependence of workers.
2. Arrange for a resource person to make a presentation on the importance of proper dress and good grooming. Discuss what constitutes proper dress for various occupations.
3. After selecting an area of home economics as their vocational choice, the students will research the job opportunities available and the career possibilities.
4. Assign the students to select a food product (bread, cereal, fruit, dairy, meat) and trace its course from producer to consumer, listing the occupations concerned with its becoming a consumable product.
5. Have the students take a piece of wood stock they will use for a project and list the various occupations involved in transforming the stock from the tree to a usable product in the shop.
6. Set up a piece of furniture (table, chair, dresser, etc.) and have the students list and briefly research each occupation which had a hand in the manufacture of the piece from raw material to the finished factory product.

7. Have students with an expressed occupational interest in the industrial arts field interview workers in several industrial arts occupations to help make a career choice.

SUBJECT AREA: MUSIC/ART

ACTIVITY TITLE: CAREERS IN ART/MUSIC

PERFORMANCE OBJECTIVE:

The student will carry out projects researching occupations in a field related to art/music.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION: Work with librarian to ensure availability of materials.

PROCEDURE:

1. Students discuss various companies, industries or fields related to art or music (e.g., advertising, recording, concert hall management, etc.).
2. Students, either individually or in small groups, choose an area for investigation.
3. Students list and define all the jobs that are found in that area.

OTHER IDEAS:

1. Arrange and conduct an interview with a professional performer (community concert, nightclub, or group). Get some outside viewpoints on a musical career.
2. Have the students chart and record past musical working experiences, analyzing and evaluating these experiences as they may relate to their future work choice.
3. Have the students research and diagram the customs, traditions, and attitudes in music career areas (the travelling minstrel, court musician, the patronage musician, and the concert musician) and list the changes in requirements and duties that have occurred in each area.
4. Assign students to research their own instrument, listing the occupations involved in the manufacture and sales of the instrument.
5. The student with special interest in music could demonstrate to a math class the interrelationship of math and music.
6. Invite students who have a specific career goal to construct mobiles, using the job requirements as balancing components.
7. Have the students investigate different occupations in the art field in terms of reward structure and analyze one specific occupation to assess the degree to which it will provide security.

8. Have students visit hospitals, government buildings, nursing homes and businesses or factories to evaluate the use of art in occupational and institutional settings, and to suggest ways in which it could be used more effectively.

SUBJECT AREA: PHYSICAL EDUCATION

ACTIVITY TITLE: CAREERS IN PHYSICAL EDUCATION

PERFORMANCE OBJECTIVE:

Students will list different occupations related to physical education.

TIME REQUIRED: 1 class period.

PREPARATION:

The teacher may want to prepare in advance a list of occupations related to physical education. Ensure availability of supplies for making posters.

PROCEDURE:

1. Divide the class in small groups of 2 - 3 students and supply each group with supplies for making posters.
2. Each group makes "recruiting" posters illustrating careers in physical education. Posters should indicate benefits of the occupation, requirements, etc. Posters can be displayed in the gym.

OTHER IDEAS:

1. Make a class list of careers which are supportive of the physical education field and have students research the careers of their interest.
2. Help students compile a list of careers in the physical education field which they may not be aware of such as playground director, YMCA, or YWCA director, sports scout, camp counsellor, etc. Students should research several careers they are interested in.
3. Student assistants can help coordinate game planning, grounds maintenance, uniform maintenance, ticket collection, game announcement, and game reporting.
4. Interested students can interview workers in the physical education and recreational field, arrange to interview a professional player, or tour a university, community college or professional physical education facility.
5. If there is an outdoor education program in the area, arrange a field trip. Observe the ongoing activities and try to determine the various jobs.
6. Plan a field trip to an ecology trail or ecology studies site in the area.
7. Take a field trip to a dam site, reclamation project, soil conservation site, wildlife refuge, etc. Record the jobs and careers involved with such projects and have students research those of interest.
8. Students can find, write up studies of and take pictures of polluted areas.
9. Set up situations for role-playing opportunities such as: the game warden vs. the fisherman or hunter; the pollution controller vs. the stubble burner; etc.

SUBJECT AREA: HEALTH

ACTIVITY TITLE: OCCUPATIONS AND SAFETY

PERFORMANCE OBJECTIVE:

The student will attend a presentation on safety and occupations.

TIME REQUIRED: 1 class period.

PREPARATION:

Invite a resource person from industry, transportation, police, fire department, etc., to speak about safety on the job.

PROCEDURE:

1. Students hear presentation(s) on the theme of safety on the job.
2. Students note various careers involved and research those of interest.

OTHER IDEAS:

1. Discuss the many health careers and opportunities in public health services, vocational rehabilitation, medicine, health education, and hospitals.
2. Arrange for resource persons from local agencies to speak on careers and job opportunities within those agencies. (Red Cross, public health)
3. Arrange for resource persons from preventative agencies such as mental health clinic, family planning, drug abuse, venereal disease clinic, etc., to give informative presentation to the class.
4. If possible, invite a doctor, dentist or nurse to speak to the class about personal health and the importance of physical and dental checkups, health maintenance and record keeping.
5. Set up a field trip to a local hospital, for students indicating interest in health careers. Record the hospital occupations and careers and continue research on those special interest areas.
6. Arrange field trips to a sewage treatment plant and water treatment plant, observe occupations and jobs involved and do further research.
7. Have a dietitian talk to the class about proper diet and job opportunities in the field.

Unit 1

Career Planning and Preparation

Module 4

How do we prepare for a job?



Have a specific idea of what kind of job
you would like before the interview.

NOTES FOR THE LEADER

Application forms are used for several purposes: to eliminate asking a number of routine, basic questions in the interview; to provide a record for future references; and to provide much information in a concise, comprehensive manner. What you say and how you put it down on the application form is important. The job applicant should consider the following:

1. Fill out the application form in ink or use a typewriter.
2. Answer each question that applies to you. If a question does not apply or is illegal, you may write "not applicable" (N/A) or draw a line through the space to show that you did not overlook the question.
3. Give your complete address, including your postal code.
4. Spell correctly. If you are not sure about how to spell a word, use the dictionary or try to use another word with the same meaning.
5. The question on place of birth means the city, province and country in which you were born and not the name of the hospital.
6. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything". Employers expect you to state clearly what kind of work you can do.
7. Prepare a list of previous schools attended and employers. Include addresses and dates of your attendance or employment.
8. Be prepared to list several good references (not relatives). It is much better to ask permission of those you plan to list. Those considered good references include:
 - a) a recognized community leader;
 - b) a former employer or teacher who knows you well;
 - c) friends who are established in business.
9. When you write or sign your name on the application form, use your correct name and not a "nickname". Your first name, middle initial and last name is the form usually preferred.
10. Be as neat as possible. The employer expects that your application will be an example of your best work.

Applicants might be asked irrelevant, illegal or uncomfortable questions. If these questions are on an application form, you always have the option to mark N/A. If you are asked illegal questions in the interview, you might consider the following responses:

- a) "I'm not sure I understand."
- b) "What do you mean by that?"
- c) "How does this question relate to my ability to perform the job?"
- d) "I don't think that's an appropriate question."

However, proceed with caution. Any of these answers can be used against you if you are perceived as being antagonistic rather than genuinely assertive.

ACTIVITY A: COMPLETING A JOB APPLICATION FORM

PERFORMANCE OBJECTIVE:

The student will practice completing job application forms.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION: Prepare adequate quantity of student materials.

PROCEDURE:

1. The leader should introduce this exercise with comments based on Notes for the Leader. The leader should emphasize the following:
 - a) How to answer questions not allowed by our human rights legislation;
 - b) The need for thoroughness on the form;
 - c) The advantage of having a "master application form";
 - d) The importance of spelling, grammar and neatness.
2. Have students complete the sample application form on page 69.
3. Discuss the students' completed application forms.

NOTES:

		or Organization	
Position Title		Final or Present Salary	
Period of Employment From To		May be Approached for a Reference Yes ☐ No ☐	
Immediate Supervisor Name and Title		Phone	
Reason for Leaving			
Previous Employer and Address		Type of Business or Organization	Describe Duties/Responsibilities and Significant Achievement
Position Title		Final Salary	
Period of Employment From To			
Immediate Supervisor Name and Title		Phone	
Reason for Leaving			
Previous Employer and Address		Type of Business or Organization	Describe Duties/Responsibilities and Significant Achievement
Position Title		Final Salary	
Period of Employment From To			
Immediate Supervisor Name and Title		Phone	
Reason for Leaving			

Employment History (continued)

Previous Employer and Address		Type of Business or Organization	Describe Duties/Responsibilities and Significant Achievement
Position Title	Final Salary		
Period of Employment			
From	To		
Immediate Supervisor Name and Title		Phone	
Reason for Leaving			

For Clerical Applicants Only

Can You Type?	Take Shorthand?	Dictating Equipment	What Other Business Machines Can You Operate?
Yes ☐ No ☐ WPM _____	Yes ☐ No ☐ WPM _____	Yes ☐ No ☐	

Activities

If you wish indicate any organizations, activities, hobbies or sports with which you are involved. Information indicating race, colour, ethnic or national origin, sex or marital status is optional and not required.

Languages

English	Speak ☐	Read ☐	Write ☐	Other (specify)	Speak ☐	Read ☐	Write ☐
French	Speak ☐	Read ☐	Write ☐		Speak ☐	Read ☐	Write ☐

References

Name	Address	Telephone

General Information

List any general information which could assist the Selection Committee in considering your application for positions with the Province of Manitoba.

[illegible]

Declaration

I expressly consent to the Manitoba Government verifying any information supplied by me in this application and for that purpose and for the purpose of obtaining any other information pertaining to my suitability for employment, the Manitoba Government may contact any person or persons (not including my present employer), unless otherwise noted in this application.

I certify that the statements made by me are true and to the best of my knowledge.

Date	Signature

For Office Use Only

Education and Training Level

A 2

0 =

C =

0

Remarks

1400000000

9

2

3

1

3

6

7

a

9

6

Interviewer

ACTIVITY B: ROLE PLAYING A JOB INTERVIEW

PERFORMANCE OBJECTIVE:

The student will practise preparing for an employment interview.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 3 - 4 class periods.

PREPARATION: Prepare adequate quantity of students materials.

PROCEDURE:

1. Introduce this exercise by outlining the importance of the job interview (see Notes for the Leader).
2. Discuss the following do's and don'ts of the job interview.

DO'S

1. Take a deep breath just before you go in.
2. Smile as you enter.
3. Give your name clearly.
4. Use a firm handshake.
5. Sit down when invited to do so.
6. State your specific job interest.
7. Let the interviewer start the conversation.
8. Answer all questions fully and honestly.
9. Try to be relaxed.
10. Look directly at the interviewer.
11. Show interest in the job for which you are applying.
12. Leave promptly when the interview is over.
13. Thank the interviewer for his/her time.
14. Thank the secretary or other persons who introduced you.

DON'TS

1. Don't argue with the interviewer.
2. Don't beg for a job.
3. Don't smoke.
4. Don't chew gum.
5. Don't talk loudly.
6. Don't be glib.
7. Don't discuss personal trouble.
8. Don't ask for unrealistic wages.
9. Don't bring anyone with you.
10. Don't arrive late.
11. Don't slouch in your seat.
12. Don't sit down until asked.
13. Don't criticize past employers or others.
14. Don't be dishonest.
15. Don't act too nervous.
16. Don't use slang.
17. Don't answer, "Anything," when asked "In what kind of work are you interested?"

3. Use one of the following role playing situations to have students practise answering questions. The interviewer can use the Job Interview Questions listed on page
 - a) A student in grade nine applies for a job at McDonald's Restaurant.
 - b) A student in grade nine applies for a part-time job as a cashier at Woolco.
4. Divide the non-role players into five groups and make each group responsible for detecting any of the 10 negative factors listed for their group (see Negative Factors, page 78).

NOTES:

JOB INTERVIEW QUESTIONS

QUESTIONS RELATED TO YOUR EDUCATION

1. In what school activities have you participated? Why? Which ones did you enjoy the most?
2. What courses did you like best? Least? Why?
3. What percentage of your school expenses did you earn? How?
4. How did you spend your vacations while in school?
5. Do you feel you received a good general training?
6. If you were starting school all over again, what courses would you take?
7. Can you forget your education and start from scratch?
8. Why did you decide to go to this particular school?
9. How did you rank in your graduating class in school?
10. Have you ever changed your major field of interest while studying? Why?
11. Do you feel you have done the best scholastic work of which you are capable?
12. Have you ever had any difficulty getting along with fellow students and teachers?
13. Which of your school years was the most difficult?
14. Did you enjoy going to school?
15. Do you plan to take further courses?
16. Do you consider your education valuable? Why?
17. Do you think grades should be considered by employers? Why? or why not?

QUESTIONS RELATED TO YOUR CAREER

1. What are your future career plans?
2. Why did you choose your particular field of work?
3. What qualifications do you have that make you feel you would be successful in your field?
4. What do you think determines a person's progress in a good company?
5. What personal characteristics are necessary for success in your chosen field?
6. Do you prefer working with others or by yourself?
7. What kind of boss do you prefer?
8. What do you know about opportunities in the field in which you are interested?
9. How much money do you hope to be making in ten years time?
10. What do you expect to be doing in five, ten or fifteen years?
11. Do you prefer to work in a large or small city?
12. Would you prefer to work for a large or a small company?
13. What kind of work interests you?
14. What are the disadvantages of your chosen field?

QUESTIONS ON FORMER EMPLOYMENT

1. What jobs have you held? How were they obtained? Why did you leave?
2. How did previous employers treat you?
3. What do you think of your previous employer? (Be discreet!)
4. What have you learned from some of the jobs that you have lead?
5. Can you get recommendations from previous employers?
6. What jobs have you enjoyed the most? The least? Why?
7. Have you ever trained anyone to do a job?
8. Did you train your replacement?

QUESTIONS ON YOUR APPLICATION TO THE COMPANY

1. In what type of position are you most interested?
2. Why do you think you would like this particular type of work?
3. Are you looking for a temporary or permanent job?
4. How long do you expect to work?
5. Are you willing to go where the company sends you?
6. What job in our company do you want to work toward?
7. What job in our company would you choose if you were completely free to do so?
8. Why do you think you might like to work for our company?
9. What do you know about our company?
10. What interests you about our products or services?

QUESTIONS ON SALARY

1. What are your ideas on salary?
2. What salary do you expect on this job?
3. What did you make on your last job?
4. Would you be willing to work for the minimum wage to start?

QUESTIONS ON YOUR PERSONAL LIFE

1. How do you spend your spare time? What are your hobbies?
2. How do you feel about your family?
3. To what extent to you use liquor?
4. Do you smoke marijuana?
5. What is your father's occupation?
6. Tell me about your home life during the time you were growing up.
7. Who are your best friends?
9. Do you live with your parents? Which of your parents has had the most profound influence on you?

9. What is the source of your spending money?
10. Have you saved any money?
11. Do you have any debts?
12. How old were you when you became self-supporting?
13. Do you attend church?
14. How do you usually spend Sunday?
15. What types of books have you read?
16. Do you enjoy sports as a participant? As an observer?
17. What do you do to keep in good physical condition?

QUESTIONS ON ISSUES

1. What is your idea of how industry operates today?
2. What do you think of Women's Liberation?
3. What did you think of the results of the last election?

OTHER QUESTIONS

1. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
2. Can you take instructions without feeling upset?
3. Do you like routine work?
4. Do you like regular hours?
5. What is your major weakness?
6. Define "cooperation".
7. Will you fight to get ahead?
8. Have you an analytical mind?
9. Are you eager to please?
10. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
11. What are your special abilities?
12. Do you like to travel?
13. How about overtime work?
14. What have you done which shows initiative and willingness to work?
15. Define "success".

NEGATIVE FACTORS

WHY PEOPLE ARE NOT HIRED

Note: These factors were reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

Group One Factors

1. Poor personal appearance.
2. Overbearing — overaggressive — conceited "superiority complex" — "know-it-all".
3. Inability to express him/herself clearly — poor voice, diction, grammar.
4. Lack of planning for career — no purpose and goals.
5. Lack of interest and enthusiasm — passive, indifferent.
6. Lack of confidence and poise — nervousness — ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money — interest only in best dollar offer.
9. Poor scholastic record — just got by.
10. Unwilling to start at bottom — expects too much too soon.

Group Two Factors

11. Makes excuses — evasiveness — hedges on unfavourable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy — ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look the interviewer in the eye.
20. Limp, fishy handshake.

Group Three Factors

21. Indecision.
22. Loafs during vacations — "lakeside pleasers".
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for a short time.
28. Little sense of humour.
29. Lack of knowledge in field of specialization.
30. Parents make decisions for him/her.

Group Four Factors

31. No interest in company or in industry.
32. Emphasis on whom he/she knows.
33. Unwillingness to go where sent.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant — strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.

Group Five Factors

41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Unit 1

Career Planning and Preparation

Module 5

How can I succeed on the job?



Everyone has to accept criticism sometimes.

NOTES FOR THE LEADER

The attitudes and values of the worker are important ingredients in job success. Some of the traits that make up one's work personality are the following:

1. Self-control
2. Honesty
3. Loyalty
4. Personal appearance
5. Sense of humour
6. Tactfulness
7. Friendliness
8. Enthusiasm
9. Ambition
10. Open-mindedness

The value which has the greatest effect upon your personality is shown in your attitude toward other people. Most beginning workers who lose their jobs are those whose attitudes show little concern for others.

ACTIVITY A: DESIRABLE WORKER CHARACTERISTICS

PERFORMANCE OBJECTIVE:

The student will identify and discuss factors affecting job success.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 class period.

PREPARATION:

Be able to define terms given below in #1. Prepare adequate number of student materials.

PROCEDURE:

1. During the introduction to this exercise, the leader would emphasize to the students that the initial period on a job is very important. At this time, workers are adjusting themselves to a new situation and other employees are adjusting to the new worker. Following are some worker characteristics which employers use to evaluate the success of an employee.

a) loyalty	e) ability
b) initiative	f) integrity
c) perseverance	g) unselfishness
d) dependability	h) tolerance
2. The leader should give a brief definition of each characteristic.
3. The student exercise entitled Desirable Worker Characteristics (page 85) should be distributed and explained.
4. After the group members have completed the exercise, the leader could lead a discussion using the following as stimulus questions:
 - a) Some of you have had jobs in the past. Comment on your desirable characteristics as a worker.
 - b) Did you have some undesirable characteristics? Comment.
 - c) Are there any worker characteristics that seem more important than others? Why?
 - d) Which characteristics would you rank as your 'top three'? 'bottom three'?

NOTES:

DESIRABLE WORKER CHARACTERISTICS

CASE SITUATION 1

You have just begun working at McDonald's Restaurant. This is your first job and you are hoping you will be able to keep it for some time. Following is a list of desirable worker characteristics. Briefly describe how you could demonstrate each of the characteristics on your job at McDonald's.

1. I could show my loyalty _____

2. An example of initiative on this job would be _____

3. Perseverance _____

4. I could demonstrate that I was dependable _____

5. Ability _____

6. Integrity _____

7. An example of unselfishness would be _____

8. My tolerance could be demonstrated by _____

CASE SITUATION 2

You have just begun working for Domo Gas. Following is a list of desirable worker characteristics. Briefly describe how you could demonstrate each of these characteristics with your job at Domo Gas.

1. Initiative _____

2. Dependability _____

3. Unselfishness _____

4. Tolerance _____

Next, describe what you could be doing at this job if you were not demonstrating the following characteristics.

5. Loyalty _____

6. Perseverance _____

7. Ability _____

8. Integrity _____

ACTIVITY B: PERSONALITY AND ATTITUDE

PERFORMANCE OBJECTIVE:

The student will explore his/her own attitudes related to job success.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 class period.

PREPARATION: Prepare adequate number of student materials.

PROCEDURE:

1. In Succeeding in the World of Work,¹² Kimbrell and Vineyard list 20 traits that make up personality. These traits are.

a)	attitude	k)	loyalty
b)	courtesy	l)	morality
c)	dependability	m)	neatness
d)	desire to succeed	n)	open-mindedness
e)	enthusiasm	o)	personal appearance
f)	foresight	p)	punctuality
g)	friendliness	q)	self-control
h)	health	r)	sense of humour
i)	honesty	s)	tact
j)	initiative	t)	use of voice

The leader should discuss this list briefly and explain any traits that the group members do not understand.

2. Ask students to complete the Personality Rating Inventory on page 88.
3. Discuss the results of the Personality Rating Inventory.

NOTES:

PERSONALITY RATING INVENTORY

Student's Name

"How I See Myself"

Trait	Excellent	Good	Fair	Poor	Very Poor
1. Courtesy					
2. Dependability					
3. Enthusiasm					
4. Ability to Plan Ahead					
5. Friendliness					
6. Honesty					
7. Initiative					
8. Nearness					
9. Open-Mindedness					
10. Self-Control					
11. Sense of Humour					
12. Tact					
13. Other					

- What do you think are your three strongest traits? _____

- Which three traits would you like most to improve? _____

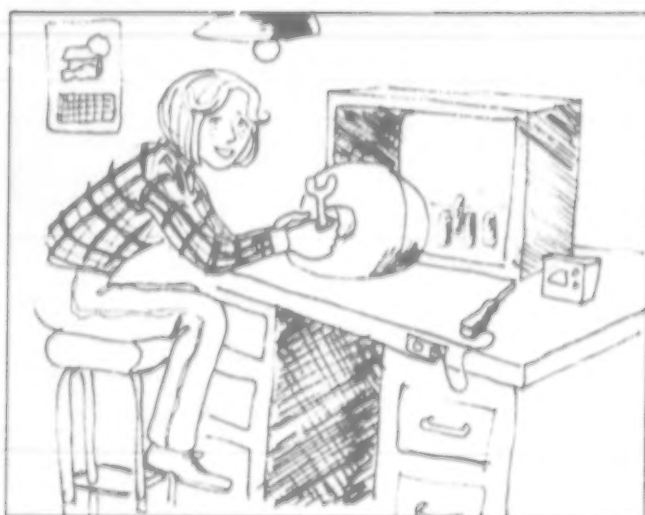
- What are some things you could do to improve the traits you listed above in question 2?

Unit 2

Knowledge of the Work World

Module 1

How do jobs relate to one another?



I prefer working with my hands rather than
with people.

NOTES FOR THE LEADER

"People, Data, Things"

When one tries to think about hundreds of different jobs, it is easier if they are put into some kind of groupings. One general way of grouping has to do with what one works on the job. Working with People means that the job involves a direct service to another either individually or in a group. Working with Data means working with numbers, ideas, figures or information. Working with Things means handling or manipulating of objects.

The Canadian Classification and Dictionary of Occupations¹³ has taken this people-data-things classification a step further and has developed five pairs of opposite interests. Davison and Tippet in A Career Planning Guide¹⁴ have given several examples of job activities for each of the five interest factors:

- | | |
|---|--|
| 1. <u>Things</u>
(Operator) <ul style="list-style-type: none">- operates a machine- calculates prices or rates- makes scale drawings | 6. <u>People</u>
(Communication of Ideas) <ul style="list-style-type: none">- writes- trains people- acts in film |
| 2. <u>People</u>
(Business Contact) <ul style="list-style-type: none">- selling- conduct interviews- supervise others | 7. <u>Data</u>
(Scientific and Technical) <ul style="list-style-type: none">- comparing statistics- develop new products- experiments |
| 3. <u>Things</u>
(Routine, Organized) <ul style="list-style-type: none">- keeps files- types- farming | 8. <u>Data</u>
(Abstract, Creative) <ul style="list-style-type: none">- designs clothes- new hair styles- research |
| 4. <u>People</u>
(Social Welfare) <ul style="list-style-type: none">- recreational group work- counselling- medical and religious work | 9. <u>Things</u>
(Process and Techniques) <ul style="list-style-type: none">- prepares printing presses- adjusts instruments- tailor |
| 5. <u>People</u>
(Esteem from Others) <ul style="list-style-type: none">- manager- principal- union leader | 10. <u>Things</u>
(Tangible Results) <ul style="list-style-type: none">- furniture making- preparing baked goods- photography |

ACTIVITY A: PEOPLE, DATA, THINGS

PERFORMANCE OBJECTIVE:

The student will gain an understanding of occupations and how they may be related.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 - 2 periods.

PREPARATION: Prepare People, Data, Things poster in advance.

PROCEDURE:

1. To introduce this section on job classification, job entry and job relationships, the leader should prepare a poster entitled "People, Data, Things". (Page 94 may be reproduced.) The leader should give a brief explanation of the chart and clearly explain the people-data-things classification.

Students should then name jobs and attempt to place them in the proper square.

Note: Many jobs will have more than one function, but for this exercise, students should be encouraged to think of the major function of each job as they see it.

2. In order to show how many jobs have more than one of the three (data, people, things) functions, encourage students to think of jobs that relate to a combination of functions. Following are several examples:

People/Things

- Cashier
- Dentist

Things/Data

- Interior Designer
- Electrical Technologist

People/Data

- Lawyer
- Director

People/Data/Things

- Office Clerk
- Librarian

3. The preceding exercise pointed out how jobs are related in terms of people-data-things. There are other ways of looking at relationships among jobs. One such classification system is now being used in some computerized guidance programs. This system is based on Roe's¹⁵ fields by levels occupational classification.

Field:

- | | |
|--------------------------|---------------------------|
| 1. Service | 5. Outdoor |
| 2. Business Contact | 6. Science |
| 3. Business Organization | 7. General Cultural |
| 4. Technology | 8. Arts and Entertainment |

Here is an example of how one occupational field (service) contains various levels:

<u>Level</u>	<u>Field (Service)</u>
1. Professional & Managerial (Higher)	Social Research Scientist
2. Professional & Managerial (Regular)	Probation Officer
3. Semi-Professional & Managerial	Employment Interviewer
4. Skilled	Practical Nurse
5. Semi-Skilled	Cook
6. Unskilled	Security Guard

To help students look at jobs with similar functions but requiring different amounts of education and training, divide the class into small groups and assign one of the eight fields to each group. The task of each group is to take three jobs and specify a similar job for each of the six levels.

NOTES:

PEOPLE, DATA, THINGS

AFTER SCHOOL I CAN:

I PREFER TO WORK MAINLY WITH:

	PEOPLE	DATA	THINGS
BEGIN WORKING IMMEDIATELY	SALESCLERK	BOOKKEEPER	SHIPPER
TAKE SHORT TERM TRAINING OR USE A SPECIAL SKILL I HAVE	HOME CARE WORKER	MUSICIAN	BARBER
ATTEND A COLLEGE OR UNIVERSITY	PSYCHOLOGIST	ENGINEER	DENTIST

ACTIVITY B: USING HOLLAND'S CAREER CLASSIFICATION SYSTEM

PERFORMANCE OBJECTIVE:

1. The student will acquire a range of occupational information related to his or her characteristics.
2. The student will practise identifying the factors involved in matching of individuals and occupations.

SUGGESTED GRADE LEVEL: Junior high (grade 9).

TIME REQUIRED: 2 - 3 class periods.

PREPARATION:

Ideally, the leader should become familiar with Holland's classification system. Some notes have been provided at the beginning of this unit, but for more details the leader is referred to John Holland's book entitled Making Vocational Choices: A Theory of Careers.¹⁶ Other resources for this unit that would be helpful include:

- a) The Canadian Classification and Dictionary of Occupations¹⁷
- b) Holland's The Psychology of Vocational Choice¹⁸

An outline of Holland's classification system is presented on page 97.

PROCEDURE:

1. The leader should deal with one personality type at a time, explaining the key characteristics and sample occupations. Next, students should be divided into small groups and provided with a copy of Realistic Occupations, page 98.
2. Students should discuss these occupations using the following questions as a guideline:
 - a) From this group of occupations, list your top three choices and your bottom three choices. Explain the reasons for your choices.
 - b) What do many of the jobs listed above have in common?
 - c) What personal strengths and weaknesses do you possess as related to the (e.g.) realistic personality style?
 - d) The same procedure should be used with each of the other personality types: investigative, artistic, social, enterprising and conventional.

- e) Hold a group discussion (small groups or total group) on each of the cases provided on pages 105 to 108.

NOTES:

HOLLAND'S CLASSIFICATION SYSTEM

REALISTIC

- working with things, machines, etc.
- objective, stable person

Draftsperson
(RIA)

Electrician
(RIS)

Tradesman /woman
(RIS)

Cook
(RIS)

Forester
(RIS)

INVESTIGATIVE

- uses ideas, words and symbols
- rational, intellectual person

Electronics Technician
(IRE)

Pharmacist
(IES)

Botanist
(IRS)

Chemical Engineer
(IRE)

Physicist
(IAR)

ARTISTIC

- creating art forms or products
- intuitive, creative person

Writer
(AIS)

Artist
(AIR)

Musician
(ASI)

Decorator
(AIE)

Photographer
(AIR)

SOCIAL

- interest in other people
- emotional, feeling person

Social Worker
(SIA)

Teacher
(SAE)

Interviewer
(SEC)

Coach
(SRE)

Cleric
(SAI)

ENTERPRISING

- enthusiastic, dominant, confident
- outgoing, energetic person

Contractor
(ERI)

Flight Attendant
(ESA)

Salesperson
(ESR)

Banker
(ECI)

CONVENTIONAL

- correct, conservative, neat
- well-controlled, practical person

Mail Clerk
(CRE)

Stenographer
(CIE)

Accountant
(CES)

Secretary
(CSE)

Teller
(CRS)

Holland's three-letter codes provide descriptions of occupations. The SEA code for school counsellors means a resemblance to people in (S)ocial occupations most of all, (E)nterprising occupations somewhat less, and (A)rtistic occupations still less.

REALISTIC OCCUPATIONS

<u>Code: RIA</u>	<u>CCDO No.</u>	<u>RIE cont.</u>	<u>CCDO No.</u>
Draftsperson,		Machine-Tool Set-Up	
Architectural	2163-126	Operator	8313-146
Dental Technician, General	3157-138	Machinist, General	8313-154
		Maintenance Machinist	8313-162
<u>Code: RIS</u>		Forging-Press Operator	8331-138
Forester	2139-110	Sheet-Metal Worker	8333-118
Vocational Teacher,		Boilermaker	8337-110
Technical Subjects	2791-126	Repairperson, Radio	
Service Station Attendant	5145-110	Communication Equip.	3535-122
Cook	6121-114	Upholsterer, All Round	8562-110
Heat Treater, All Round	8133-114	Foreman/woman, Motor	
Wire Drawer	8141-126	Vehicle Mechanics &	
Foreman/woman, Flour &		Repair	8530-122
Grain Milling Occ.	8210-122	Motor Vehicle Mechanic	8581-110
Baker	8213-114	Body Repairperson	8531-142
Tool & Die Maker	6311-110	Aircraft Mechanic	8582-110
Welder, Combination	8335-126	Millwright	8584-122
Optician	8373-210	Watch Repairperson	8587-110
Loom Fixer	8584-114	Heavy Equipment Operator	8711-110
Powerhouse Repairman	8584-130	Line Worker	8735-138
Jeweller	8591-122	Roofer, Shingles	8787-114
Heavy Equipment Operator	8711-110	Plumber	8791-114
Electrician	8733-122	Maintenance Man/woman Bldg.	8799-194
Glazier	8795-118	Air Traffic Controller	9113-118
Radio Officer	9159-114	Embossing Printer	9512-158
Offset Pressperson	9512-126	Pressure Regulator Person	9537-134
Stationary Engineer, General	9533-122		
		<u>Code: RIC</u>	
<u>Code: RIE</u>		Shipping/Receiving Clerk	4153-118
Civil Engineer, General	2143-118	Dry Cleaner	6163-110
Mechanical Engineer, General	2147-118	Farmer, Nursery	7115-126
Automotive Engineer	2147-122	Tree Surgeon	7195-110
Mining Engineer	2153-110	Groundsworker	7195-126
Draftsperson, General	2163-110	Straightening Roll	
Industrial Engineering,		Operator	8135-154
Technician	2165-238	Harness Tester, Metal	8146-142
Mechanical Engineering		Drill Press Set-Up	
Technician	2165-246	Operator	8313-294
Tool-Crib Attendant	4155-142	Lathe Operator, Prod.	8315-178
Farmer, General	7111-110	Stencil Cutter, Stonework	8379-112
Logger, All Round	7513-122	Grinder, Machine Knife	8393-162
Electroplater, Production	8143-170	Assembler, Electronic	
Loom-Pattern Changer	8267-114	Equipment	8534-122

Student Material

REALISTIC OCCUPATIONS (cont.)

<u>RIC (cont.)</u>	<u>CCDO No.</u>
Shoe Repairperson	8561-114
Tire Builder	8579-182
Locksmith	8589-146
Piano Tuner	3599-272
Central Office Equipment Repairperson	8735-110
Structural Steel Erector	8739-114
Elevator Repairperson	8799-114
Truck Driver, General	9171-110
Embossing Printer	9512-158
Nuclear Reactor Operator	9531-134
Compositor (Typesetter)	9511-110
Bookbinder, Hand	9517-110

Code: RSE

Fire Fighter	6111-126
Detective	6112-146
Police Officer	6112-158
Tapman/woman	6123-114
Waiter	6125-126
Barber	6143-114
Parking Lot Attendant	6199-122
Labourer, All Round	8148-110
Foundry Worker	8148-118
Butcher, All Round	8215-110
Blacksmith	8331-114
Gas Main and Line Fitter	8791-130
Pipe Layer	8791-138
Locomotive Fireman/woman	9131-118
Conductor, Passenger Train	9133-110
Taxi Driver	9173-110
Chauffeur	9173-114
Streetcar Operator	9119-110
Coal Equipment Operator	9315-122

Code: RSC

Bill Collector	4191-110
Elevator Operator	6193-110
Kitchen Helper	6198-134
Farmer, Beef Cattle	7113-126

Code: RSI

Vocational Teacher, Technical Subjects	2791-126
Weaver, Hand	8267-198
Knitting-Machine Tender	8271-158
Gas Serviceman/woman	8791-122

Code: REC

Housekeeper	6149-114
Laundry Worker	6161-114

Code: RET

Repairperson Track Foreman/woman, Construction, Electricians & Repair	8715-142
Air Conditioning Mechanic, Commercial	8730-110
Pilot, Ship	8733-114
	9151-118

Code: RES

Railway Engineer	2143-146
Storeperson	4155-126
Salesperson, Freight Service	5177-122
Conservation Officer	6119-110
Farmer, Beef Cattle	7113-126
Fisherman/woman, Trap	7313-134
Brake Worker, Yard	9133-130

Code: RCI

Surveyor	2161-114
Office Machine Serviceman/ woman	8585-118
Instrument Mechanic, Utilities	8588-114
Carpenter	8781-110
Painter	8785-110
Reinforcing Iron Worker	8793-126

Code: RCS

Letter Carrier	4142-110
Meter Reader	4199-234
Blaster	7715-114
Miner, All Round	7719-154
Furnace Operator	8131-126
Spinner	8213-226
Tailor, Made-to-Measure Garments	8553-110
Dressmaker	8553-142
Seamstress	8553-146
Telephone Installer	8735-114
Bricklayer	8782-110
Tile Setter	8732-130
Concrete Finisher	8783-122
Plasterer	8784-114
Deck-Hand	9155-122
Bus Driver	9171-110
Industrial Truck Operator	9315-126

Code: RCE

Grader, Fish	8226-158
Truck Driver, General	9175-110
Truck Crane Operator	9311-134
Industrial-Truck Operator	9315-126
Tractor Operator	9315-130

INVESTIGATIVE OCCUPATIONS

Code: IAS

Economist, General
Internist

CCDO No.

2311-114
3111-118

Code: IAR

Astronomer
Nuclear Physicist
Pathologist, Medical
Biochemist
Anthropologist

2113-114
2113-142
2133-202
2133-234
2313-110

Code: ISC

Production Engineer
Medical-Laboratory
Technician
Repairperson, TV Studio
Equipment

2145-134
3156-134
8535-126

Code: ISR

Aquatic Biologist
Elementary School Teacher
Secondary School Teacher,
Academic
Chiropractor
Osteopath
Optometrist

2133-110
2731-110
2733-110
3117-110
3117-144
3153-110

Code: ISA

Psychologist, General
Psychiatrist
Physician, General Practice
Medical Laboratory
Technologist

2315-110
3111-162
3111-166
3156-122

Code: IES

Analytical Chemist
Bacteriologist
Physiologist
Pharmacist, Retail

2111-114
2133-146
2133-214
3151-118

Code: IEC

Actuary

2181-118

Code: ICR

Industrial Engineering
Technician
Graduate Assistant
Computer Operator
Repairperson, Electronic-
Equipment

2165-238
2719-110
4143-110
8535-114

Code: IRA

Geologist
Meterologist
Meterological Technician
Statistician, Mathematical
Surgeon

CCDO No.

2112-114
2114-110
2117-260
2181-114
3111-146

Code: IRS

Physical Oceanographer
Agricultural Scientist
Animal Scientist
Plant Scientist
Horticulturist
Botanist
Zoologist
Biochemist
Mechanical Engineering
Technologist
Geographer
Veterinarian
Electroencephalographic
Technician

2113-150
2131-110
2131-114
2131-122
2131-130
2133-114
2133-126
2133-234
2165-142
2319-110
3115-110
3159-158

Code: IRE

Chemical Engineer,
Production
Electrical Engineer,
General
Audi Engineer
Metallurgical Engineer
Aerospace Engineer,
General
Aerospace Engineer,
Flight-Test
Supervisor, Architectural
& Engineering Tech.
Aerospace, Engineering
Technician
Chemical Engineering
Technician
Electronic Engineering
Technician
Metallurgical Engineering
Technician
Dentist

2142-118
2144-118
2144-126
2151-110
2155-118
2151-122
2160-110
2165-210
2165-218
2165-230
2165-250
3113-134

Code: IRC

Laboratory Physical
Science Technician
Tool Engineer
Mechanical Engineer
Technician

2117-264
2147-114
2165-246

INVESTIGATIVE OCCUPATIONS (cont.)

<u>IRC (cont.)</u>	<u>CCDO No.</u>
Programmer, Detail	2183-130
Tool & Die Maker	8311-110
Model Maker	8395-118
Tester, Electronic Components	8536-226
Instrument Repairperson	8588-118
Airplane Pilot	9111-118
Navigator	9111-138

ARTISTIC OCCUPATIONS

<u>Code: ASE</u>		<u>Code: AIE</u>	<u>CCDO No.</u>
Secondary School Teacher	2733-110	Decorator	8595-134
Dramatic Art Teacher	2792-122		
Dancing Teacher	2792-126	<u>Code: AIR</u>	
Journalist-Reporter	3351-166	Architect	2141-110
Interpreter	3355-110	Artist, Pictorial	3311-110
		Commercial Artist	3314-118
<u>Code: ASI</u>		Photographer, General	3315-110
University Teacher, Humanities	2711-122	Photographer	3319-126
Secondary School Teacher	2733-110		
Music Teacher Instrumental	2792-114		
Art Teacher	2792-118		
Orchestra Conductor	3332-110		
<u>Code: AES</u>			
Advertising Manager	1137-110		
Public Relations Agent	1179-146		
Layout Designer	3314-136		
Popular Singer	3332-138		
Model	5199-126		
<u>Code: AIS</u>			
Exhibition & Display Designer	3313-110		
Interior Designer & Decorator	3313-114		
Furniture Designer	3313-118		
Fur Designer	3313-130		
Garment Designer	3313-134		
Commercial Artist	3314-118		
Actor	3335-110		
Editor, News	3351-110		
Critic	3351-150		
Literary Writer	3351-154		
Writer, News or Script	3353-126		
Other Writing & Editing Occupations	3353-199		
Design Cutter, Jewellery	3391-122		

SOCIAL OCCUPATIONS

Code: SEC

Adviser, Public Assistance	1119-254
Director, Social Work	1132-118
Personnel Manager	1136-114
Manager, Food & Beverages	1142-114
Occupational Analyst	1174-122
Employment Interviewer	1174-134
Public Relations Agent	1179-146
Counsellor, General	2391-114
Bartender	6123-110
Host, Restaurant or Coffee Shop	6125-114
Building Superintendent	6130-122
Funeral Director	6141-110

Code: SER

Social-Services Supervisor	2331-110
Production Coordinator	4151-110
Claim Adjuster	4192-110

Code: SEI

Administrative Officer	1179-182
Environmental Engineer	2143-130
Historian	2319-114
Home Economist	2319-126
Secondary School Teacher, Academic	2733-110
Training Representative	2797-142

Code: SEA

Foreign Service Officer	1119-110
Recreation Director	2333-110
Counsellor, General	2391-114

Code: SCE

Inspector, Health Standards	1116-158
Business Agent, Labour Union	1179-114
Recreation Director	2333-110
Baggage Agent	4153-138
Correspondence Clerk	4169-122
Ticket Clerk	4193-118
Supervisor, Bartenders	6120-118
Managing Supervisor, Dining Establishment	6120-110
Caterer, Helper	6125-130
Housekeeper	6149-114
Managing Supervisor, Recreation Establishment	6190-112

Code: SRI

Extension Supervisor	1119-150
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Code: SRE

Tutor	2739-199
Physical Education Teacher	2799-116
Occupational Therapist	3137-118
Coach, Amateur Athletic Team	3710-142
Athlete	3713-110
Building Superintendent	6130-122
Executive Housekeeper	6130-126
Other Personal Service Occupations	6149-199

Code: SRC

Ward Clerk	4197-122
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Code: SIA

Sociologist	2313-114
Political Scientist	2319-122
Social Worker, Case Worker	2331-126
Social Worker, Group	2331-130
Counsellor, Rehabilitation	2399-114
Teacher, Teacher's College	2793-114
Professional Nurse	3131-130

Code: SIE

Customs Inspector	1116-126
Safety Inspector	1116-138
Other Inspectors & Regulatory Officers, Government	1116-199
Personnel Officer	1174-118
Dietitian	3152-122

Code: SIC

Inspector, Health Standards	1116-158
Superintendent, Education	1133-138
Parole Officer	2331-118
Secondary School Teacher, Academic	2733-110
Program Coordinator	2799-110
Secretary	4111-110

Code: SIR

Podiatrist	3119-110
Occupational Therapist	3137-118
Physiotherapist	3137-122

Code: SAE

Home Economist	2319-126
Elementary School Teacher	2731-110
Secondary School Teacher, Vocational	2733-114
Secondary School Teacher, Academic	2733-110

Student MaterialSOCIAL OCCUPATIONS (cont.)

<u>Code: SAC</u>	<u>CCDO No.</u>	<u>Code: SAI</u>	<u>CCDO No.</u>
Cosmetologist	6143-118	Librarian	2351-114
Electrologist	6143-122	Minister	2511-110
Barber	6143-114	Elementary School Teacher	2731-110
Manicurist	6143-126	Teacher, Physically Handicapped	2795-122
		Nursing Assistant	3134-110
		Speech Therapist	3137-114
		Dental Assistant	3157-114
		Dental Hygienist	3157-110

ENTERPRISING OCCUPATIONS

<u>Code: ECI</u>	<u>CCDO No.</u>	<u>Code: ESC</u>	<u>CCDO No.</u>
Bank Manager	1135-114	Senior Administrator, Government Agencies	1113-118
Market Research Analyst	2311-158	Industrial Relations Manager	1136-110
<u>Code: ECS</u>		Personnel Manager	1136-114
Purchasing Officer	1175-118	Manager, Sales	1137-118
Floral Arranger	3319-230	Manager, Industrial & Manufacturing Production	1143-114
Supervisor/Travel Clerk	4190-130	Manager, Transport Department	1147-142
Salesperson, Furniture & Appliances	5135-142	Regional Manager, Telecommunications System	1147-174
Insurance Salesperson	5171-118	Manager, Administration	1149-126
Real Estate Appraiser	5172-110	Labour Relations Specialist	1174-110
Real Estate Salesperson	5172-118	Occupation Analyst	1174-122
Grain Trader	5173-126	Employment Interviewer	1174-134
Buyer	5191-110	Business Agent, Labour Union	1179-114
<u>Code: ERI</u>		Administrative Officer	1179-182
Construction Manager	1145-110	Supervisor, Travel Clerk	4190-130
Industrial Engineer	2145-110	Insurance Investigator	4192-118
Farm Manager	7131-110	Sales Clerk	5137-114
<u>Code: ERS</u>		Street Vendor	5141-114
Warehouse Manager	1149-146	Demonstrator	5199-154
<u>Code: ERC</u>		Managing Supervisor, Dining Establishments	6120-110
Post Office Supervisor	1115-114	Managing Supervisor, Building	6130-110
<u>Code: EIS</u>		Dispatcher, Motor Vehicle	9179-118
Technical Salesperson, Electronic Equipment	5131-130	<u>Code: ESR</u>	
<u>Code: EAS</u>		Salesperson, Sporting Goods	5135-170
Lawyer, Attorney	2343-110	Driver-Salesperson	5193-118
<u>Code: EAR</u>			
Announcer	3337-114		

ENTERPRISING OCCUPATIONS (cont.)

<u>Code: ESI</u>	<u>CCDO No.</u>	<u>Code: ESA</u>	<u>CCDO No.</u>
Personnel Manager	5135-170	Salesperson, Musical	
Manpower Counsellor	1174-130	Instruments & Accessories	5135-122
Systems Analyst, Business	2183-110	Salesperson, Photographic	
Managing Supervisor,		Equipment & Supplies	5135-166
Retail Store	5130-114	Salesperson, Mutual Funds	5173-114
Managing Supervisor,		Guide, Travel	6144-110
Wholesale Establishment	5130-122	Social Director	6145-110
Door-to-Door Salesperson	5141-110	Flight Attendant	6145-118
Salesperson, Life Insurance	5171-114		
Foreman/woman, Motor Vehicle	8580-122		

CONVENTIONAL OCCUPATIONS

<u>Code: CRI</u>	<u>CCDO No.</u>	<u>Code: CIR</u>	<u>CCDO No.</u>
Billing Clerk	4131-154	Bookkeeping Machine	
Timekeeper	4131-158	Operator	4141-110
Duplicating Machine		Calculating Machine	
Operator	4141-146	Operator	4141-134
Key Punch Operator	4143-134	Telegrapher	9553-118
Tabulating Machine Operator	4143-138		
<u>Code: CRS</u>		<u>Code: CSE</u>	
Teller	4133-110	Vocational Teacher,	
File Clerk	4161-134	Business Subjects	2791-118
		Receptionist	4171-118
		Telephone Operator	4175-110
		Travel Clerk	4193-122
<u>Code: CRE</u>		Personnel Clerk	4195-110
Sewing Machine Operator	8563-114	Sales Representative	5133-126
Instrument Repairperson	8588-118		
<u>Code: CIS</u>		<u>Code: CSR</u>	
Accountant	1171-114	Reservations Clerk	4193-114
Time Study Engineer	2145-122	Traffic Checker	4199-246
Cost Clerk	4131-126		
Statistical Clerk	4137-110	<u>Code: CSI</u>	
Foreign Invoice Clerk	4139-134	Bookkeeper	4131-114
Bookkeeping Machine		Cashier	4133-118
Operator	4141-110		
Cryptographic Machine		<u>Code: CSA</u>	
Operator	4141-114	Library Technical	
Calculating Machine		Assistant	2353-134
Operator	4141-134	Secretary	4111-110
High-Speed Printer Operator	4143-130	Office Clerk	4197-130
<u>Code: CIE</u>		<u>Code: CER</u>	
Typist	4113-126	Computer Operator	4143-110
Payroll Clerk	4131-118	Mail Clerk	4173-126
Office Clerk	4197-130		
Proofreader	4199-174	<u>Code: CES</u>	
<u>Code: CEI</u>		Credit Manager	1135-122
Financial Economist	2311-130	Accountant	1171-114
Secretary	4111-110	Stenographer	4111-118
		Clerk, General Office	4197-114

BRENT'S CASE

Brent's mother is a university professor and his father is a high school teacher. Brent's occupational choice is that of a dentist. He is interested in most sports, plays piano and has held two part-time jobs. The teachers in his school say he reads a lot and could do university work. His grades in school are mostly B's. On the Differential Aptitude Tests he scored at about 75th percentile on most of the sub-tests. His code on the Self-Directed Search Inventory is EIR.

Discussion Questions:

1. Why is Brent's choice of career a good one?
2. What factors contradict Brent's occupational choice?
3. If you were asked to help Brent with his career choice, what else would you like to know?
4. Will Brent become a dentist? Why? Why not?

JENNIFER'S CASE

Jennifer's parents are both university graduates. Her mother is a housewife and her father is a sales manager for a large Winnipeg firm. Jennifer would like to be an English teacher. She is very active in the school: drama club, choir, the school paper and student council. The school's evaluation of her is very positive, describing her as being dependable, well-liked and extroverted. Her standardized test results are as follows:

	<u>Verbal</u>	<u>Numerical</u>
Differential Aptitude Test	75th percentile	50th percentile
Self-Directed Search Code		S.S.A.
Canadian Tests of Basic Skills	Above average for her grade	

Jennifer's grades in school are above average in most subjects, but well-above average in English, French and History.

Discussion Questions:

1. What factors seem to support Jennifer's career choice?
2. Are there factors that do not support her choice of career?
3. Which of Jennifer's characteristics do you think are most important in terms of her career choice?

JEFFREY'S CASE

Jeffrey's father is a labourer and his mother is a housewife. Jeffrey is the oldest of five children. Jeffrey says he would like to be an automobile mechanic. His grades in school are mostly C's with an occasional B. His standardized test scores are as follows:

Differential Aptitude Tests	Verbal	Numerical	Mechanical
	80 percentile	75 percentile	85 percentile
Self-Directed Search Code	ECR		

Jeffrey does not get involved in any school activities. He is quiet and unobtrusive.

Discussion Questions:

1. Why is Jeff's choice of career a good one?
2. Why is Jeff's choice of career a poor one?
3. If you were asked to help Jeff with his career choice, what would you advise him to do?
4. Do you think that ten years from now Jeffrey will be an automobile mechanic? Why? Why not?

ALLISON'S CASE

Allison is the oldest of three sisters. Her parents are divorced and her mother works as a technician for Manitoba Hydro. Allison wishes to become an engineer. Her grades in English and social studies are A's and her grades in mathematics and science are B's. Allison has had part-time work for the last two years. Allison has a reported I.Q. of 122 and a Self-Directed Search Code of SAI.

Allison does not get along with many of the students in her class, but she does have two close friends. Allison has never liked her part-time job and she is not involved in any school activities.

Discussion Questions:

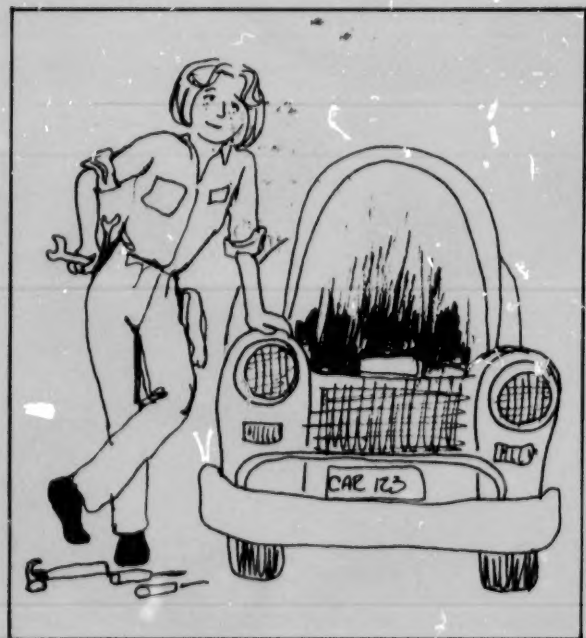
1. List items that support Allison's career choice.
2. List items that do not support Allison's career choice.
3. What characteristics do students who are involved in many school activities have in common?
4. What are some suggestions that might be helpful to Allison?

Unit 2

Knowledge of the Work World

Module 2

Will the job I want be available to me?



Mother was a nurse.

NOTES TO THE LEADER

In an American investigation¹⁹ into the career and vocational education of women the authors concluded that most vocational training received by women was rooted in traditional concepts of woman's role. Their major findings were as follows:

1. Most women are now workers.
2. In 1972, 49.5% of all female vocational education enrollments were in non-gainful home economics. Another 30.5% were in office occupations. Only 4.8% of female enrollments were in trade and industrial programs.
3. Women tended to work in lower paying jobs. In 1973, the median annual salary for men who worked full-time, year-round was \$11,186. The same year the salary for full-time, year-round female workers was \$6,335.
4. In 1970, half of all women workers were employed in just 17 occupations, while one needed 63 occupations to include half of all male workers.
5. Rather than helping prepare women to take advantage of emerging opportunities, the schools themselves tend to reflect and reinforce traditional sex-role stereotype which limit women's occupational choice.

The activities in this module are only a start. The leader is encouraged to prepare an extended unit in this area. One excellent source is the Canada Studies Foundation kit, Ready, Aim . . . Aspire²⁰ upon which the activities for this module have been based.

ACTIVITY A: JOB DISCRIMINATION

PERFORMANCE OBJECTIVE:

The student will become aware of factor which can inhibit realization of career aspirations, such as the following:

- | | | | |
|----|------------|----|--------------------|
| a) | age; | d) | environment; |
| b) | education; | e) | finance; |
| c) | emotion; | f) | physical handicap. |

The student will discuss societal restrictions such as sexual stereotyping and sexual discrimination.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 class periods.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Students are to read the Human Interest Stories (pages 114-116), looking for barriers which influenced the personalities' career choices. Students are to match the personalities with the most appropriate limiting factor. These factors are listed at the end of the Human Interest Stories.
2. The next part of this exercise deals with barriers to jobs that are not real restrictions. Hopefully, the stories presented in this exercise will help students identify sexual discrimination as an inhibiting factor in career development. As an introductory activity, the leader could read the following riddles to the students and have the students write down their answers.
 - a) A man and his son were in an automobile accident. The father was killed and the son was rushed to the nearest hospital. As he was wheeled into the operating room the surgeon looked down at him and said, "My God, it's my son!" How could this happen?
(Answer: Surgeon was the boy's mother.)
 - b) The physics professor gave a nephew a microscope for his birthday. A friend remarked on the generosity of his uncle. "But I have no uncle!" said the boy. How could this happen?
(Answer: Physics professor was the boy's aunt.)

3. Have students (in small groups) read Discrimination on page 118 and attempt to match the personalities with the appropriate real restrictions:

- | | |
|---------------|-----------------------|
| a) age; | d) environment; |
| b) education; | e) finance; |
| c) emotion; | f) physical handicap. |

4. If the personalities and factors given do not match, ask the students to determine the reason. Students should then be asked to consider the following questions:

- a) Which factors hindered these people from attaining their human fulfillment?
- b) How do these factors differ from the real restrictions? (Age, education, etc.)

5. Students should discuss the handout Comments on Men and Women on pages 120 to 121. Have the students provide answers to the questions at the end of the exercise.

NOTES:

HUMAN INTEREST STORIES

1. BOBBY CLARKE

As Canadians most of us are familiar with ice hockey. For the majority of us, it may be, among other things, a favourite winter sport, a means of exercise, a chance to meet new people, and entertainment.

For others it is, in addition, a career and a way of life. Hockey makes great demands on the professional player, both physically and mentally. It means practising daily, sleeping in motel and hotel rooms, eating in restaurants, travelling for hours, being available to fans, keeping in top condition, being separated from friends and family, knowing that there is always someone ready to take your place.

Some players have additional responsibilities. Such a person could be the team captain, who must provide leadership to the other team members, both on and off the ice, act as liaison between players and management, and speak for the team and coach to game officials.

For many young Canadians playing in the NHL is a dream. Turning that dream into reality is not easy.

Bobby Clarke turned his dream into reality. He is currently (1978) captain of the Philadelphia Flyers of the National Hockey League. He worked hard and consistently to make his boyhood dream a reality. Many thought Bobby Clarke would never be able to achieve and maintain professional status because he has diabetes.

Diabetes is a disease that can kill unless one takes special care of his health. Despite the hardships of hockey — its physical and mental strain — and his diabetes, Bobby Clarke continues to prove repeatedly that he belongs in the NHL.

What limiting factor did Bobby Clarke have to deal with in order to achieve success in his chosen career?

2. ANNE MURRAY

The entertainment business is a demanding one. To be an international success is even more demanding.

Success as a singer requires more than a good voice. It means travel, practice, one night shows, promotional tours, the search for material, availability to the public and interviews. Privacy becomes valued; contact with family and friends is infrequent and thus more precious, especially to one who feels strongly about her family and friends and highly values those relationships.

In 1970 Gene MacLellan's song "Songbird" started Anne Murray on the way to international stardom. Anne Murray has won major recording awards in Canada, the United States and the United Kingdom since this song first appeared.

Once achieved, success must be maintained. Television shows, night club performances and tours are distant from Springhill, Nova Scotia, Anne Murray's hometown and still the home of her parents. She now lives and works out of Toronto.

Anne Murray's career has taken her away from her family, especially from her new son. In an interview in July, 1977, Anne Murray announced that she will spend more time at home with her husband and son, and while still pursuing her career, she will allow more time to be her own person.

What limiting factor did Anne Murray have to deal with in order to achieve success in her chosen career?

3. GIA BA MINH

In these days of inflation, the cost of a university education is for many too costly. The average cost to a student for a year away at university is estimated at \$3,500; this does not include extras — movies, an occasional dinner at a restaurant, a new winter coat, or long distance calls home. Thus, for a four-year program at any Canadian university, the basic minimum cost is \$14,000. A more realistic figure is in the \$14,000-\$16,000 range.

Gia Ba Minh is an immigrant. He came to Canada in 1975 leaving behind his family and friends. He lived with an uncle for six months until he had settled into his high school and found a job.

After the first six months, Gia moved into a rooming house, paying for meals, clothing, school materials and board — all on a part-time job. During the summer of 1976 Gia held two jobs, one from 8 a.m. to 4 p.m., the other from 6 p.m. until midnight six days a week. During the school year 1976-77 Gia continued to hold his 6 p.m. to midnight job while he went to school and still achieved a high honors average.

One may wonder why Gia worked so hard. The reason is simple. Gia wants to go to university and become a chemical engineer. He has no family to help support him; he received no assistance from either the provincial or federal government and he knows a Canada Student Loan will not fully cover the cost of a university education.

What limiting factor is Gia Minh dealing with in order to achieve success in his chosen career?

4. RON TURCOTTE

A horse race is fast, exciting, highly competitive and demanding on both the horse and rider. Nothings remains constant and each race, each horse and each track is a new challenge to the jockey.

What does it take to be a successful jockey? Obviously, you cannot walk in and offer your services. You have to work your way up, often starting as a stable hand mucking out the stalls. Having your papers is not enough either. You then must prove yourself time and time again. Each race is a new test of your skill and ability.

The successful jockey needs skill, endurance, sensitivity, and ability to communicate with and respond to his mount so that they become one.

Grand Falls is a small community in the northwestern portion of New Brunswick. Its major source of income lies in potato farming and related businesses and industries.

Ron Turcotte was born in Grand Falls and has achieved outstanding success as a jockey, notably for his accomplishment of 1973. In that year he rode Secretariat to the first Triple Crown in 25 years. In 1976 he rode six different horses to victory at New York's Aqueduct Raceway in one day.

Ron Turcotte started his career when he found work at Toronto's Woodbine Racetrack.

Although the Turcotte family still resides in Grand Falls, Ron Turcotte does not make his home there. The province of New Brunswick, indeed the Maritime Provinces, has only harness racing.

What limiting factor did Ron Turcotte have to overcome in order to achieve success in his career?

5. MOIRA KELLY

Working with the mentally handicapped can bring untold rewards and pleasures to the individual who is dedicated to seeing that those who are less fortunate achieve what is for them a satisfying and happy life.

Until recently, educational institutions across Canada did not offer courses in working with the mentally handicapped. That is no longer so. Courses are being offered at various levels of education for those who wish to embark on a career in this field.

Moiria Kelly is a qualified Mental Retardation Counsellor in a hospital school for the mentally retarded. She has been happily employed at the same job since she graduated from a two-year community college program two years ago.

Moiria Kelly's decision was not an easy one. There were several factors she had to take into consideration before she made her choice. Some of these were her husband Tom, a sales manager for a construction equipment firm; her children, Danny, 18, Sandra, 16, and David, 13; the fact that she left school before graduating; and her age. Moira Kelly was forty when she applied to return to school to qualify as a Mental Retardation Counsellor.

The local community college studied Moira's case carefully before granting her permission to enter a course which required high school graduation as an entry requirement.

What two limiting factors did Moira Kelly have to deal with before choosing her career?

STUDENT EXERCISE

Match each of the five persons with the major factor that could have been allowed to limit his or her career choice.

Limiting Factor

Person

Age

Education

Emotion

Environment

Finance

Physical Handicap

DISCRIMINATION

1. MARTHA HAMM LEWIS

Martha wanted to attend Normal School (teacher training) in St. John, New Brunswick; however, she was repeatedly refused admission. She appealed to the Lieutenant-Governor who ruled that she could enter. The alarmed principal of the school stipulated that she must enter the classroom ten minutes before the other students, sit alone at the back of the room, always wear a veil, leave the classroom five minutes before the end of the lesson, and leave the building without speaking to any of the students. Martha survived these restrictions and in 1850 she received her teacher's licence.

It took courage and persistence for Martha Hamm Lewis to attend normal school in 1849. Why do you suppose she was refused admittance in the first place?

2. EMILY HOWARD STOW

With three children and an invalid husband, Emily determined to study medicine. Emily applied for admission to the University of Toronto's medical school. Her application was refused. The decision of the University's senate not to admit her was based on the fear that people like her would make discipline too difficult.

Emily graduated from the New York Medical College in 1863 at the age of 37. In spite of complaints from her colleagues that she was practising illegally since she was not a member of the Ontario College of Physicians and Surgeons (nor could she be without attending a Canadian medical school, not one of which would admit people like her), she continued to practise. Not until 1880 did she formally get her license. Why did medical schools not want people like Emily Stow? What was wrong with Emily in their eyes?

3. DR. ALICE EVELYN WILSON, M.E.E.

Dr. Wilson was 44 when the Canadian Federation of University Women awarded her a \$1,000 fellowship (scholarship) to pursue further studies in her area of work and interest — geology. In 1909 she had joined the staff of the Geological Survey of Canada, the first woman the survey had hired as a professional geologist or had ever sent out on field work.

In 1926, when she was awarded the \$1,000 to study at the post-graduate level, her leave of absence from work was at first refused and then granted without pay although leave from work with pay was then being granted to colleagues. Although her studies were interrupted by a severe illness and prolonged by the need to return to work at six-month intervals to earn enough money to finish her course, she did receive a Ph. D. in Geology from the University of Chicago in 1929. She had a distinguished career in geology.

What made Evelyn's struggle for higher learning and increased competence in her work so difficult to attain?

4. MARSHALL BRUCE YOUNG

Throughout most of Marshall's student life, he wished to work in some branch of medicine. In high school, Marshall explored careers in medicine and discovered his own strengths and weaknesses. Upon graduating in 1978, Marshall recognized a number of factors which helped him to make a career decision:

- a) Marshall wanted to work directly with the sick, but was not desirous of training which would extend beyond three years.
- b) Marshall's school grades were average and he knew he experienced difficulty with math and sciences.
- c) Marshall was prepared to finance his own education even if he had to borrow.

These and other factors considered, Marshall made a choice. All was well until Marshall shared his decision with his father who reacted negatively and refused to support him in his endeavor. His father felt that if Marshall wanted a career in medicine, why not become a doctor instead of a nurse. Why do you suppose Marshall's father objected so strongly to Marshall's career choice?

COMMENTS ON MEN AND WOMEN

"Man for the field and woman for the hearth:
Man for the sword and for the needle she:
Man with the head and women with the heart:
Man to command, and women to obey:
All else confusion."

— Tennyson

"Treat a horse like a woman and a woman like
a horse and they'll both work for you."

— Elizabeth Arden

"Whatever women do, they must do twice as well
as men to be thought half as good. Luckily, this
is not difficult."

— Charlotte Whitten, Mayor of
Ottawa, June, 1963

"Women and children first."

— The Birkenhead Drill

"There is therefore no function in society which
is peculiar to woman as woman or man as man;
natural abilities are similarly distributed in each
sex, and it is natural for women to share all
occupations with men."

— Plato

"Women are brought into this world to bear children,
and if they decide to bear children it is their duty
to stay home. If women want careers, it is fine to go
out and do your bit but forget the marriage ceremony."

— Dr. Everett Chalmers, 1978 - Chairman
N.B. Council on Alcohol Addiction and
Drug Dependency

"There is a good principle which created order, light
and man, and an evil principle which created chaos,
darkness and woman."

— Pythagoras

"That seems to be the haunting fear of mankind —
that the advancement of women will sometime,
someway, someplace, interfere with some man's
comfort."

— Nellie McClung

"It occurred to me when I was thirteen and going to dancing school, that no one should have to dance backwards all their lives."

— Jill Rucklshaus

Questions For Your Consideration:

1. Are the above statements supportive of equality and dignity for both sexes?
2. How do these statements sound if the words 'men' and 'women' were switched? If the name of a minority group (e.g., Indian) were substituted?
3. Do you know of anyone with similar attitudes?
4. What other famous remarks or common sayings can you think of which reflect differing ideas about the role of men and women?
(E.g., "Woman is the lesser man"; "A woman's place is in the home".)

ACTIVITY B: CONSIDERING NON-TRADITIONAL CAREERS

PERFORMANCE OBJECTIVE:

The student will discuss the changing occupational roles of men and women and become aware of stereotyping in this area.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION:

Leader should prepare him/herself by becoming aware of sexual stereotyping in occupations.

PROCEDURE

1. This activity should be directed at encouraging students to examine possible careers in areas traditionally reserved for members of the opposite sex. Considering and examining a non-traditional career does not mean choosing it. To have considered a career and rejected it after thought and discussion is more desirable than to have rejected it out of ignorance or bias.
2. Each student is to identify three careers considered non-traditional for his/her sex.
3. Each student is to list advantages and disadvantages she or he perceives in pursuing this type of career.
4. The leader should lead a discussion on the restriction of stereotyping. Several questions that should be asked are:
 - a) Are stereotypes disappearing?
 - b) If so, what has contributed to our change in thinking?
 - c) If not, what can be done to change this sort of thinking?
5. Role play the following situations:

a) Situation Female

Gail is discussing her future career with the school counsellor. She is very interested in working with people in a hospital. The counsellor assumes that Gail should be directed towards nursing. Gail wants to be a doctor.

b) Situation Male

Fred is discussing his desire to become a kindergarten teacher with his school counsellor. The counsellor assumes high school teaching would be far more appropriate. Fred has very high marks in physics and mathematics.

6. Have members of the class interview a man and a woman in the same career. Try to discover whether the difference in their sex influences their job roles, job satisfactions, challenges, relationships with others at work, salary, community position, family status, etc.

NOTES:

Unit 2

Knowledge of the Work World

Module 3

Why do we work?



It makes me happy to do something that I do well.

NOTES TO THE LEADER

Calvin Daane in Vocational Exploration Group²¹ reports on the following two scenes which are not unfamiliar to career counsellors.

YOU'RE BACK AGAIN

Applicant: I want a job.
Counsellor: What kinds are you thinking of?
Applicant: ANYTHING!
Counsellor: Here's one. Do you want to seek out an interview?
Applicant: SURE, ANYTHING.
(Two weeks pass)
Counsellor: You're back again.
Applicant: I want a new job.
Counsellor: What kinds are you thinking of?
Applicant: ALMOST ANYTHING.
Counsellor: Here's one that's different. Want to try this one?
Applicant: SURE, ALMOST ANYTHING:

NO JOBS CALLED ANYTHING

Applicant: I want a job.
Counsellor: What kinds are you thinking of?
Applicant: ANYTHING!
Counsellor: There are no jobs called anything. What would you like in a job?
Applicant: Good pay, pension, and vacation days.
Counsellor: If a job could bring you additional satisfactions, what are some you would want?
Applicant: HUH?!

There are many reasons why we work. Most of these reasons fall into one or more of the following five categories:

1. Money or token reward;
2. Social prestige as distant but honoured recognition from others;
3. Status as close and immediate, person-to-person recognition or attention;
4. Self-esteem as feeling good about one's capability (just the right amount of independence);
5. Leadership as the security one gains from knowing one can affect or control some of the behaviours and influences around oneself.

ACTIVITY A: WHY WE WORK

PERFORMANCE OBJECTIVE:

The student will identify, classify and discuss work motivations and values.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 class period.

PREPARATION: Prepare adequate number of student materials.

PROCEDURE:

1. The leader will give a brief explanation of the purpose of this activity. He/she would emphasize factors outlined in the Notes to the Leader such as:
 - a) the reasons people work;
 - b) intrinsic versus extrinsic motivation;
 - c) values and work.
2. Each student in class is asked to list as many reasons (three as a minimum) as possible as to why people work.
3. The class is divided into small discussion groups of five or six students. The task of each group is to compile one list of reasons for working.
4. Each group reports on their work reasons and the leader lists these findings on newsprint or on the blackboard. Duplicate reasons from the various groups are erased.
5. Next, the small groups are asked to separate the reasons for working into two areas:
 - a) intrinsic (being with people, liking the work, etc.);
 - b) extrinsic (money, chance to 'get ahead' quickly, etc.).
6. To encourage the members of each group to think about reasons for working, each group is asked to discuss Two Workers, presented on page 111. (The instructor can read the case or duplicate a copy of the page for each student.)

NOTES:

TWO WORKERS

WORKER ONE

The Robinson-Alamo Company of Winnipeg, Canada, sells farm equipment throughout Western Canada. Sales representatives travel a great deal, since each representative has to cover a large portion of a province. In the last few years, the average commission on sales for each representative was approximately \$25,000 per year.

Discussion Questions:

1. What are some of the reasons for wanting the sales representative's job?
2. If you had this job, what would you not like about the work?

WORKER TWO

Jane is a letter carrier for the Post Office in Winnipeg. She is young and strong and so she can frequently finish her mail route in about five hours. The salary is about \$14,000 per year.

Discussion Questions

1. What are some of the reasons for wanting to be a letter carrier?
2. What are some of the reasons for not wanting this job?

ACTIVITY B: VALUES AND WORK

PERFORMANCE OBJECTIVE:

1. The student will identify work values involved in case study materials.
2. The student will generate occupational options related to work values.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 - 3 class periods.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. In Deciding,²² a decision-making program by Gelatt, Varenhorst and Carey, the authors list the following as important values:

- | | | | |
|----|---------------------------|----|-----------------|
| a) | opinion of others; | g) | creativity; |
| b) | prestige and recognition; | h) | independence; |
| c) | helping others; | i) | money; |
| d) | immediate pleasure; | j) | education; |
| e) | family; | k) | responsibility. |
| f) | honesty; | | |

Have the students (individually or in small groups) read over the stories on pages 131 to 132. All of these people need to make decisions. The task for the students is to decide what each person in each situation will do. Then he or she is to indicate the value that is important to the person in the case study.

2. Have students work in small groups to list four or five occupations that are frequently identified with each of the values listed above. Follow this task with a general, large group discussion.

VALUES AND WORK

CASE ONE

John is interested in music and has taken piano lessons for seven years. He has had many baby-sitting jobs in his community. He likes children. In spring, John is offered two different jobs for the summer: being a recreational worker for handicapped children, and playing piano for a community outreach group. Both jobs offer the same salary. John cannot accept both jobs.

John decides to _____

He values _____

CASE TWO

Peter's parents are very poor. At the present time his parents are unemployed. Peter's grade eight science teacher is planning an extensive science field trip. Each student must contribute \$50.00. Peter's parents promised him a guitar for his next birthday. (This promise was made before his parents were unemployed.) Peter's parents both think the field trip would be very worthwhile.

Peter decides to _____

He values _____

CASE THREE

Heidi has been attending Yamaha Music classes. This coming Saturday the music class will perform at a music festival. Heidi has also been invited to her best friend's cottage at the lake for this weekend. Since her friend will be gone for the rest of the summer, this is her last chance to go to the lake with her.

Heidi decides to _____

She values _____

CASE FOUR

Beverly is a teacher who really enjoys working with high school students. She is a good writer as well as being an excellent English teacher. For the next year she has been offered the job of principal of an elementary school at considerably higher salary. This job will not allow her much time for her writing. She sure could use the extra money, since she is planning to buy a house.

Beverly decides to _____

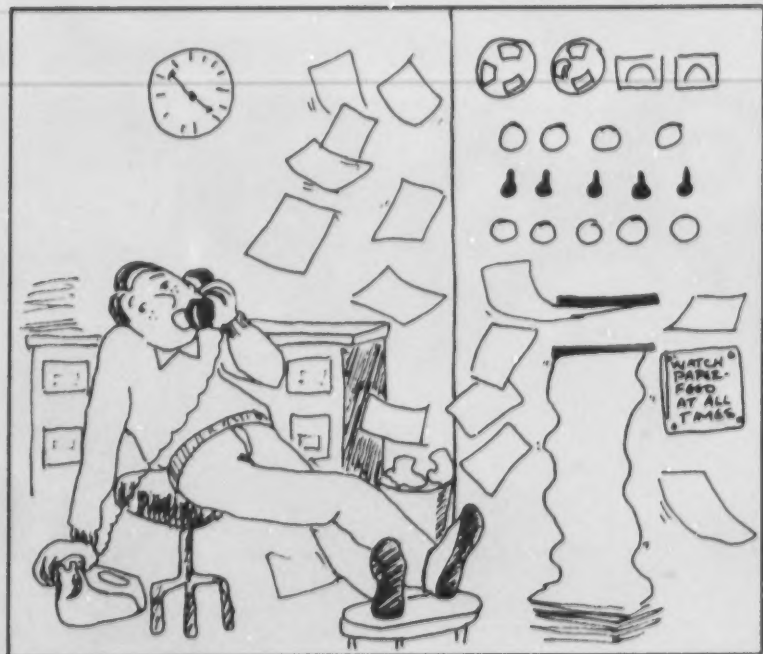
She values _____

Unit 2

Knowledge of the Work World

Module 4

What are my interests?



Do you like working with people?
Then some jobs are not for you.

NOTES FOR THE LEADER

Interests can be defined in terms of likes and dislikes or feelings of intensity, concern or curiosity about some subject. Interests are important in making educational and occupational choices. You are more likely to be satisfied with a job if your work activities are interesting to you. John Holland and others have found that people in particular jobs have similar sets of interests.

Our interests are learned. Some interests tend to stay with us throughout life, but others change. Researchers have found that interests do change from junior high school to the end of high school. Nevertheless, a study of interests is relevant at any age in school because of the numerous educational decisions students have to make.

A brief word about interest inventories. Although the activities in this book are generally "self-contained", leaders are encouraged to use interest inventories as discussion stimulators. In the Kuder General Interest Inventory, interests are categorized into ten broad areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. This inventory is suitable for junior high school use. Holland's Self-Directed Search (S.D.S.) could be used to advantage in high school. The latter inventory uses the following interest areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.* Interests need not, however, be identified by standardized tests only. The student should be encouraged to identify, express and follow his or her own interests as he or she experiences them.

*See the Annotated Bibliography of Resources (p. 261) for further information on these tests.

ACTIVITY A: WHAT DO I REALLY LIKE?

PERFORMANCE OBJECTIVE:

The student will conduct an analysis of his/her experiences to identify interests.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 1 - 2 class periods.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. The leader could introduce this section by talking briefly about interests (see Notes for the Leader). This exercise deals with three topics that can be used to identify interests. These topics are as follows:
 - a) your school subjects;
 - b) your job experiences;
 - c) your leisure-time activities.
2. Distribute copies of What Do I Really Like?.
3. Students complete the worksheets and discuss results.

NOTES:

WHAT DO I REALLY LIKE?

School Subjects

Leisure-Time Activities

Job Experience

Keeping the above three topics in mind, make a list of ten things, activities or situations that are of interest to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SCHOOL SUBJECTS

In what courses have you done your best work? In what subjects have you done your poorest work? What major subjects have you generally found most interesting? What subjects did you enjoy the most? What subjects did you enjoy the least? In answering these questions it is obvious that a look at your school subjects can help you pick out your interests.

Make a list of the subjects you are studying now and those you plan to study later. Write, in one or two sentences, how each subject will help you reach your educational and career goals.

Subject: The advantages of studying this course are:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

WORK EXPERIENCE

Another way of finding your interests is to think about your work experience. Work experience is not limited to jobs for which you were paid. Work experience may include volunteer work or work done at home. It may even include work you were forced to do.

In this next section, list any work you have done, rate the work and indicate whether or not you developed some interests from the particular work specified.

WORK I HAVE DONE	LIKED VERY MUCH	SO-SO	DO NOT LIKE	DISLIKED A LOT	SPECIFY THE INTEREST DEVELOPED
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____

LEISURE TIME

How you spend your free time is an important key to finding your interests.

1. List the things you do for fun.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Do you have any hobbies? If so, what are they?

_____	_____
_____	_____
_____	_____
_____	_____

3. To what clubs or organizations have you belonged?

State briefly what these leisure-time activities tell you about your interests.

Examples: I'm interested in being with people.
I'm interested in doing mechanical things.

- a)

- b)

- c)

- d)

- e)

ACTIVITY B: FIND YOUR INTEREST CODE

PERFORMANCE OBJECTIVE:

The student will complete a self-inventory questionnaire in order to identify occupational interests.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 2 class periods.

PREPARATION:

The leader should be prepared to spend five to ten minutes introducing this unit on interests and careers. The leader should be familiar with the Holland Model of occupational classification before beginning this unit. The Notes for the Leader and the list of materials listed at the end of this unit should be of some help to the leader.

PROCEDURE:

1. Distribute copies of Find Your Interest Code. Have the students complete and score this self-discovery quiz.
2. The leader can discuss the results of the questionnaire with the group the following discussion questions as a base:
 - a) Were you at all surprised at your strongest three interest areas?
 - b) Have your interests changed in the last three years? Do you think your interests will change much in the next three years?
 - c) Are your strongest interest areas related? How?
 - d) When you think of activities that you like, do they relate to interest areas from the quiz?
 - e) What kinds of activities do you dislike? Do these activities relate to your three weakest areas of interest?

FIND YOUR INTEREST CODE

The first step in finding the right job is to figure out your interests — the kinds of things you prefer doing.

That's important. If you like working with figures, you'll do better as an accountant than as a translator. If you like being with people, you'll be happier as a sales representative than a night security guard.

This quiz can help you sort out those interests. Simply mark (X) in the brackets after each question that fits the way you see yourself — not what you'd like to be, but what you are now. Don't try to guess which answer is right, or wrong. There aren't any right or wrong answers. But, if you answer honestly about the way you really think and usually behave, when you figure out your score at the end you'll know better what types of jobs you should aim for.

	YES	NO
1. Do you like to have a lot of freedom when you do an assignment or job?	()	()
2. Do you enjoy writing poetry or stories?	()	()
3. Do you see yourself as a sensitive person?	()	()
4. Do you like to invent mechanical gadgets, create posters, plan a fireworks event?	()	()
5. Do you think you have musical, artistic, or dramatic ability?	()	()
6. When you've been assigned a project or task, do you like to do it differently from most other people?	()	()
7. Do you express your emotions easily?	()	()
8. Are you basically independent?	()	()
9. Do you have a good imagination?	()	()
10. Are you able to design, invent or create things?	()	()
11. Do you like to be a leader?	()	()
12. Would you enjoy selling things, from apartment rentals to newspaper advertisements?	()	()
13. Do you usually look on the bright side of things?	()	()
14. Would you describe yourself as being ambitious?	()	()
15. Do you like speaking in front of a group of people?	()	()
16. Are you a person who likes to try new things or experiences?	()	()
17. Do you think you can sell an idea or a product?	()	()

	<u>Student Material</u>	
	YES	NO
18. Are you good at arguing your point of view?	()	()
19. Would you be interested in organizing a club or other group?	()	()
20. Have you considered starting your own business?	()	()
21. Do you like to finish one job before you start the next?	()	()
22. Do you like to work things out carefully before you start to do them?	()	()
23. Do you like to do simple repairs around the house, or to make things?	()	()
24. Are you uncomfortable when a lot of people pay attention to you?	()	()
25. Do you enjoy working with tools and machinery?	()	()
26. Do you see yourself as a practical person?	()	()
27. Do you like to take part in sports or athletics?	()	()
28. Do you think you have mechanical ability?	()	()
29. Do you consider yourself to be shy?	()	()
30. Do you like working with your hands, doing things like plumbing repairs, fixing cars, sewing or wallpapering?	()	()
31. Would you say you are cooperative?	()	()
32. Are social activities important to you?	()	()
33. Are you able to explain things clearly to other people?	()	()
34. Can you discuss difficult subjects with people without hurting their feelings?	()	()
35. Are you able to help people who are upset or worried?	()	()
36. Are you a good listener?	()	()
37. Do you see yourself as a friendly person?	()	()
38. Are you interested in teaching other people, looking after them when they are sick, or helping them with information or advice?	()	()
39. Would you describe yourself as generous?	()	()
40. Do you see yourself as a responsible person?	()	()
41. Do you like to work on projects by yourself?	()	()
42. Do you think science is important?	()	()

		<u>Student Material</u>	
		YES	NO
43.	When you learn something new, do you often try to find out more about it?	()	()
44.	Would you want to work in a science laboratory or on research projects?	()	()
45.	Do you read scientific books or magazines?	()	()
46.	Do you like trying to solve mathematical or chess puzzles?	()	()
47.	Do you dig deeply into topics to satisfy your curiosity or to solve problems?	()	()
48.	Would you rather find something out yourself than take someone else's word for it?	()	()
49.	Are you more of a thinking person than an emotional one?	()	()
50.	Do you think you have abilities in mathematics or science?	()	()
51.	Do you like to keep your things neat and tidy?	()	()
52.	Do you like to following directions carefully?	()	()
53.	Do you think you have clerical ability?	()	()
54.	When you do a project or other job, do you do it carefully and efficiently?	()	()
55.	Would you like to write such things as business letters or research reports?	()	()
56.	Do you arrange your papers, files or books in an organized way.	()	()
57.	Do you see yourself as being calm rather than emotional?	()	()
58.	Do you know or would you like to learn to type or take shorthand?	()	()
59.	Do you enjoy working with numbers?	()	()
60.	Do you like to be given an assignment and then show how well you can do it?	()	()

1	2	3	4	5	6	7	8	9	10	Line Total
										_____ (A)
11	12	13	14	15	16	17	18	19	20	_____ (E)
21	22	23	24	25	26	27	28	29	30	_____ (P)
31	32	33	34	35	36	37	38	39	40	_____ (S)
41	42	43	44	45	46	47	48	49	50	_____ (I)
51	52	53	54	55	56	57	58	59	60	_____ (O)

SCORING

The graph contains 60 small squares, one for each of the questions you just answered.

For every question you answered "Yes" mark an X in the corresponding square above. For example, if you answered "Yes" on question 29, you should put an X in square 29. Now, count the number of X's on each line.

The line with the most X's on it is probably your strongest interest area.

Line A: You are mainly Artistic. You enjoy music, art, drama, and literary activities. You are creative. You dislike rules and structures, and show emotion more openly than most people.

Line E: You are Enterprising. You enjoy sales, leadership, and management. You like power, status, and can use your verbal skills to manipulate and influence others.

Line P: You are Practical. You would rather do things than just socialize. When you run into problems you want concrete solutions; you try them out to see if they work. You may feel uncomfortable working out answers in theory only.

Line S: You're a Social person. You like being with other people and helping them, or maybe doing work that involves others. You seek close relationships with people, and probably have good interpersonal skills. You may feel unhappy when working alone or doing physical jobs.

Line I: You are Investigative. You like working with ideas. You analyze and think things through. You prefer to work independently. You would rather let others do the persuading to have people accept your ideas.

Line O: You are an Orderly person. You like keeping things tidy, perhaps doing forms and reports, in business or economics. You enjoy working with details. You have good self-control, and identify with power, status, and well-structured programs.

It's not too important which single interest comes out on top for you. After all, ten questions aren't many when you start working with something as complex as human personality.

What matters is the combination of your main interests. Usually, two or three of the categories will come out higher than the others — you may even find that a couple of lines came out with the same number of X's. This group of main interests is what you should concentrate on, as you decide what jobs you look for.

Unit 2

Knowledge of the Work World

Module 5

What are my skills?



I wanted to be a poet. How did I end up here?

NOTES FOR THE LEADER

This module is concerned with skills. A person's skills are, of course, extremely important to occupational success. In this module the word "skill" is simply used to denote the ability to do something. We reserve the more specialized term of "aptitude" to refer to so-called 'natural' or inherent ability. Aptitudes may be measured by standardized tests, such as the Differential Aptitude Test (DAT), which is described in the Annotated Bibliography of Resources, or the General Aptitude Test Battery, which is used by Canada Employment Centres. In this module, however, we limit ourselves to an approach which is based on the student's expressed skills — i.e., how he or she personally experiences his or her abilities.

ACTIVITY A: SKILLS RANKING

PERFORMANCE OBJECTIVE:

1. The student will arrange his/her skills in perceived rank order of strength.
2. The student will provide and receive feedback from peers as to perceived skills.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 40 minutes.

PREPARATION:

Ensure adequate supply of student materials. Be able to define and give examples of each of the skills listed.

PROCEDURE:

1. Students often can indicate what they want from a job: money, security, prestige, etc. They do, however, often overlook the strengths or skills they bring to a job, skills such as musical or artistic ability, motor-coordination skills, etc. In this first part of this exercise, each student should rank his or her skills, that is, which is their top skills, second best skill and so on down to number 10. (See page 151.) Next, each member of the group can rank the skills of two of his/her classmates. (Students should write down the name of the student and then put a number behind each of the letters from a to z.) The leader should make sure that everyone receives two additional rankings.
2. The leader should now have the group members share their rankings and have a discussion on peer and self skill rankings. The leader could ask questions such as the following:
 - a) Were you surprised at your classmates rankings?
 - b) Are your highest rankings the skills you most wish to use?
3. Complete Section B of Appraising My Skills.
4. Discuss the students' answers in Section B.
5. List and discuss: "What occupations make use of the various skills mentioned?"

NOTES:

APPRAISING MY SKILLS

Section A

<u>Skills</u>	<u>My Own Ranking</u>	<u>Classmate Ranking</u>	<u>Classmate Ranking</u>
a) Physical Skills (strength and coordination)	_____	_____	_____
b) Mechanical	_____	_____	_____
c) Clerical (speed and accuracy with detail)	_____	_____	_____
d) Social Skills (getting along with others)	_____	_____	_____
e) Artistic or Musical Skills	_____	_____	_____
f) Verbal Skills	_____	_____	_____
g) Number Skills	_____	_____	_____
h) Leadership Skills	_____	_____	_____
i) Memory Skills	_____	_____	_____
j) Reasoning Skills	_____	_____	_____

Section B

1. Which skill factors do you think you need to be a success in a job or career that you are considering at this time?
2. Which skill factors will you have to improve in order to perform well in your career field?
3. What decisions must you make if you lack the necessary skills in your chosen occupational field?

ACTIVITY B: IDENTIFYING MY SKILLS

PERFORMANCE OBJECTIVE:

The student will identify skills which he or she has demonstrated in the past.

SUGGESTED GRADE LEVEL: Junior high.

TIME REQUIRED: 40 - 80 minutes.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Ask students to write three paragraphs, each one describing in some detail an accomplishment. Explain that, in this case, "accomplishment" means "something you did that you were proud of . . . an achievement".
2. Distribute the Skill Identification Checklist (page 153) and ask the students to check off the skills which were involved in their accomplishment.
3. Discuss with the group: "Do you see any patterns of skills emerging from your accomplishment experiences? What skills were you using?"

NOTES:

SKILL IDENTIFICATION CHECKLIST

Instructions: Use the following checklist to identify skills involved in your achievement experiences.

- ☐ Assembling
- ☐ Building
- ☐ Using tools or machinery
- ☐ Finger dexterity
- ☐ Physical work
- ☐ Speaking
- ☐ Writing
- ☐ Communicating ideas
- ☐ Examining
- ☐ Inspecting
- ☐ Calculating
- ☐ Researching
- ☐ Organizing
- ☐ Putting things in order
- ☐ Evaluating
- ☐ Inventing
- ☐ Creating (Artistic)
- ☐ Designing
- ☐ Helping others
- ☐ Teaching or instructing
- ☐ Leading
- ☐ Selling, promoting or convincing others
- ☐ Following directions or instructions

Unit 3

Preparing for a Career

Module 1

Career decision-making



I wanted to be a juggler in a circus,
but they told me there was more money
in plumbing.

NOTES FOR THE LEADER

In the Leader's Guide for Deciding, the decision-making curriculum developed by the College Entrance Examination Board, decision making is defined as a process that can be taught, observed, applied and evaluated. It differs from problem-solving processes in that it does not have 'correct' answers or outcomes which can be objectively evaluated. The best solution, in sound decision-making, is a personal one which may be best only for the person making that decision.

In this decision-making curriculum guide six steps in decision making are outlined as follows:

1. Recognizing when a critical decision situation exists;
2. Determining goals by clarifying personal values;
3. Considering alternatives to reaching those goals;
4. Getting information leading to other alternatives, probabilities of success, or risks;
5. Considering the risks involved in each alternative in relation to a person's own idea of success;
6. Making the decision using the most effective strategy (or plan) in deciding.

The leader can refer back to Unit I, Module 1, How Do We Make Decisions? for other material on this theme.

ACTIVITY A: GETTING INFORMATION FOR DECISION MAKING

PERFORMANCE OBJECTIVE:

The student will assess sources of information for use in career decision making.

SUGGESTED GRADE LEVEL: Senior high school.

TIME REQUIRED: 1 class period.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. The leader should discuss the six steps in decision making in the Notes for the Leader.
2. This exercise will focus on getting information. The leader reads this story to the group members.

Mary is trying to decide whether to go to university after she graduates from high school in June or whether to take a good job she has been offered at Great-West Life. Her parents want her to go to university. The personnel manager at Great West Life (knowing her successful work record at Great-West Life from her two previous summer jobs at the company) would like her to work for them. Mary's friends give her little help since several are encouraging her to take the good job, while others think she should go to university. Her school counsellor emphasizes that it is her decision.

Mary has a number of resources from which she can get information to help her make her decision. She wants information from sources that are objective and will not try to make up her mind for her.

Working from the list of resources available to Mary (see page 159), list in order of preference the resources you think Mary should use.

First choice _____	Fourth choice _____
Second choice _____	Fifth choice _____
Third choice _____	Sixth choice _____

3. Small groups should be formed and each group should try to reach agreement on six choices and provide a rationale for their choices.

NOTES:

RESOURCES AVAILABLE TO MARY

Things to Think About

1. How much did you enjoy your summer jobs at Great West Life?
2. How much do you like school?
3. Can you afford university?
4. What are your short-term goals?
5. What are your long-term goals?

Things to Read

6. Literature at Great West Life.
7. University calendars.
8. Much other occupational information.
9. Help wanted advertisements in the newspaper.

Things to Do

10. Visit CFIC's Youth Employment Service on Edmonton Street in Winnipeg.
11. Attend a summer course at the university.
12. Work for Great West Life for the summer.
13. Visit the career counsellor at university.

People to Talk To

14. Parents.
15. The school counsellor.
16. Your best friends.
17. Teachers.
18. Relatives.
19. The personnel manager at Great West Life.
20. The appropriate university department head.

ACTIVITY B: DECIDING WHAT TO DO AFTER HIGH SCHOOL

PERFORMANCE OBJECTIVE:

The student will assume responsibility for own career planning by preparing a decision-making plan appropriate for post-high school.

SUGGESTED GRADE LEVEL: Senior high; may be adapted for junior high school.

TIME REQUIRED: 2 class periods.

PREPARATION: Review Notes for the Leader and Getting Information for Decision Making with students.

PROCEDURE:

1. This exercise is a continuation of the exercise just completed. The leader should ask each student to use the six-step decision-making process to consider what he/she will do after high school.
2. Students should write out their decision steps beginning with the first (Recognizing when a critical decision situation exists), which in this case is recognizing the fact that they need to make a decision about what to do after high school.
3. The leader should encourage students to share their decisions with two or three people listed under People to Talk To in the previous exercise. "Do these people agree with your decision?" Discuss.

NOTES:

NOTES FOR THE LEADER

In Unit II, Modules 3, 4, and 5, students were asked to look at careers in terms of values, interests and skills. In this unit opportunity is given for group members to look at their personalities in terms of a career.

It is generally accepted that certain people are temperamentally suited (and others unsuited) to some types of careers. One particular occupation may demand personality traits that are quite different from those demanded by another. However, in spite of the importance of personality traits in planning a career, the relationship of personality traits to success in various occupations is not as clearly understood as the relationship of skills, interests and values.

²⁴
John Holland believes that people select occupations through which they can express their personalities. Some of his ideas on career and personality can be summarized as follows:

1. People express their personalities through their career choices.
2. People are attracted to careers that will allow them to express their personalities.
3. Members of a vocation have similar personalities.
4. Because people in any occupation have similar personalities, they create environments that are like themselves.
5. Career satisfaction, stability and achievement depend on the agreement between personality and environment.

(See also Unit II, Module 1 for Holland's Classification System.)

When you try to match personality traits with those reported for members of an occupation, you should remember that there are also wide personality differences among members of an occupation.

Unit 3

Preparing for a Career

Module 2

Careers and self-assessment



Everyone has both strengths and weaknesses.

ACTIVITY A: YOU AND PERSONALITY

PERFORMANCE OBJECTIVE:

The student will identify and assess personality traits.

SUGGESTED GRADE LEVEL: Grades 9 - 10.

TIME REQUIRED: 1 class period, plus out-of-class time.

PREPARATION: Ensure adequate number of Personality Rating Forms.

PROCEDURE:

1. There are many ways in which personality is revealed. Some common ways are:

- a) by what a person says;
- b) by what he/she does (behaviours);
- c) by what he/she thinks;
- d) by the reaction of others to him/her;
- e) by direct statements about him/her.

The following exercise is intended to help group members become familiar with various dimensions of personality as well as providing a stimulus for students to discuss their own personality.

- 2. Have the group members view a television movie or play and have them select a main character for personality evaluation. Decide upon three evaluation times (usually one near the beginning, one in the middle and one near the end). A Personality Rating Form is provided on the following page.
- 3. A separate sheet should be used for each evaluation, so that earlier evaluations will not influence later evaluations. Students will evaluate each personality item by circling one of the five numbers. After having made the third evaluation, students should total the three circled numbers for each of the 20 personality traits. Space is provided on the right-hand side of the evaluation sheet.
- 4. Group members should evaluate their own personality and use three evaluation times. (Example: last Friday morning, yesterday afternoon, and last Saturday evening.) Discuss.
 - a) Did the evaluations change? How?
 - b) Did the person change or did your evaluation of him or her?
 - c) What inferences can you draw from first impressions?

NOTES:

PERSONALITY RATING FORM

Circle the appropriate number for each trait.

<u>Personality Trait</u>	<u>Ratings</u>					<u>Total</u>
	Low		Average		High	
1. Outgoing	1	2	3	4	5	_____
2. Intelligent	1	2	3	4	5	_____
3. Calm	1	2	3	4	5	_____
4. Realistic	1	2	3	4	5	_____
5. Dominant	1	2	3	4	5	_____
6. Sociable	1	2	3	4	5	_____
7. Imaginative	1	2	3	4	5	_____
8. Sophisticated	1	2	3	4	5	_____
9. Conscientious	1	2	3	4	5	_____
10. Persevering	1	2	3	4	5	_____
11. Cooperative	1	2	3	4	5	_____
12. Enthusiastic	1	2	3	4	5	_____
13. Trustful	1	2	3	4	5	_____
14. Idealistic	1	2	3	4	5	_____
15. Loyal	1	2	3	4	5	_____
16. Practical	1	2	3	4	5	_____
17. Good-Natured	1	2	3	4	5	_____
18. Impulsive	1	2	3	4	5	_____
19. Modest	1	2	3	4	5	_____
20. Mature	1	2	3	4	5	_____

ACTIVITY B: PERSONALITY TYPES

PERFORMANCE OBJECTIVE:

The student will discuss and make use of a personality-type classification system, as related to understanding occupations.

SUGGESTED GRADE LEVEL: Grades 9 - 10 - 11.

TIME REQUIRED: 40 - 80 minutes.

PREPARATION: Be able to define the Holland personality types.

PROCEDURE:

1. Following are five careers listed under the six personality types suggested by John Holland. (See Unit II, Module 1, Activity: Using Holland's Career Classification System; also Holland's Personality Types , page 97.)

<u>Realistic</u>	<u>Investigative</u>	<u>Artistic</u>
1. forester	1. physician	1. dramatist
2. electrician	2. botanist	2. artist
3. mechanical engineer	3. economist	3. decorator
4. dry cleaner	4. tool maker	4. English teacher
5. mail carrier	5. electronic technician	5. photographer
<u>Social</u>	<u>Enterprising</u>	<u>Conventional</u>
1. hair stylist	1. lawyer	1. bookkeeper
2. bartender	2. farm manager	2. travel bureau clerk
3. occupational therapist	3. banker	3. key punch operator
4. counsellor	4. salesperson	4. secretary
5. claim adjuster	5. dispatcher	5. accountant

Discuss each personality type and comment on similarities among careers with regards to personality.

2. Following is a list of personality traits:

1. Ambitious	9. Leadership
2. Rational	10. Self-Confident
3. Independent	11. Friendly
4. Orderly	12. Emotional
5. Creative	13. Sociable
6. Cooperative	14. Conscientious
7. Talkative	15. Helpful
8. Dependable	16. Initiative

Rate two others in your group on these traits and share this information with them. Do they agree with your assessment?

3. List and give a short explanation of why any five of the above personality traits are particularly desirable for you.
4. State two traits that you would like to develop in your personality.

NOTES:

Unit 3

Preparing for a Career

Module 3

Careers and lifestyle



Want to learn about a job?
Visit with someone who does it.

NOTES FOR THE LEADER

One way to develop a definition for the term "lifestyle" is to investigate ways in which careers influence individuals involved in them. Another way is to reflect on the way an individual prefers to live. You have only to compare the typical lifestyles involved with such occupations as actor, banker, farmer, ecologist, soldier, politician, and rock musician to realize the elements in those occupations that affect lifestyle.

Related to the notion of lifestyle are a number of concepts. They can be briefly summarized as follows:

1. Every individual develops a personal "style" which he/she can fulfill in a career which has a similar "style".
2. People pursue careers for many reasons. A person may be suited for several different careers.
3. The choice of a career usually involves a compromise between greater and lesser needs.
4. People change, and change careers, as they go through life.
5. A worker must understand not only his/her job, but also his/her employer's policies and procedures.

The family has a tremendous influence on lifestyle. In Ready, Aim . . . Aspire!, the authors see a number of issues related to these influences from parents and relatives:²⁵

1. Early childhood fascination with such career models as firefighter, teacher, policeman, flight attendant, doctor, lawyer and astronaut;
2. Approving or disapproving commentary about certain careers heard over the years;
3. Discussions in the areas of social status and work;
4. Events or influences that brought students into contact with their first jobs;
5. Personal skills and talents versus family connections and expectations which may have affected job pursuits.

ACTIVITY A: YOUR LIFESTYLE

PERFORMANCE OBJECTIVE:

The student will analyze case studies in order to gain an understanding of "lifestyle".

SUGGESTED GRADE LEVEL: Grades 10 - 11 - 12

TIME REQUIRED: 40 - 80 minutes.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. The leader should introduce this unit by informing students of the following facts.

Some facts:²⁶

- a) Most Canadians spend two-thirds of their waking lives working in a chosen career. Choose carefully!
- b) Nearly 60% of Canadians are not satisfied with the work they are doing.
- c) The majority of girls between grades 9 and 11 have lowered their career ambitions. Many have settled on 'female jobs' requiring little further training (health semi-professions, child care, secretarial, clerk, and other office work).
- d) Many girls' greatest fear for the future is that they might not marry.
- e) Today, most women are employed for five to ten years before having a child, spend a maximum of ten years at home with pre-schoolers, then go back on the job for another 30 years or so until retirement age.
- f) Unfortunately, for the young girls who give little or no thought to preparing for their 35-40 years on the work force, one of the most important factors in determining what jobs they will hold during most of their lives is their level of education.
- g) Almost half of all women workers are concentrated in only ten occupations. By contrast, the 20 leading occupations for men account for fewer than 40% of their number.
- h) In 1976, there were 28 divorces for every 100 marriages in Canada. As a result, in that year alone 30,500 new single parent mothers had to fend for themselves. 44% of them or 13,420, are now living in poverty.
- i) Most Canadian women are bound to become widows and when they do, they will become members of the poorest group in Canada. In 1975, 45% of widows aged 55 to 64 were poor, as were 66% of those over the age of 65.

- j) School counsellors tend to have stereotyped ideas about women, work and the family which they use in counselling girls on their future plans.
- k) Women feel that the amenities associated with work are more important than do men and are more willing to accept lower salaries.
- l) The Job Satisfaction Survey found that women are less concerned than men with the availability of promotional opportunities and the chance to get ahead.

The leader should conclude by emphasizing that we need greater equality in education, equality in the labour market, and equality in marriage.

- 2. Distribute the Six Young Women handout. Students should read the cases and complete the questions at the end.
- 3. The leader should generate a discussion based on the student answers. Since all 'six young women' will probably not be chosen, the leader should also discuss those who weren't.

NOTES:

SIX YOUNG WOMEN

LINDA

Linda is a good student. She likes typing, history and math, and enjoys reading historical novels. Linda is shy, but warm and friendly if people speak to her first. She spends some of her time in class gazing out of the window, daydreaming.

Linda is an only child and has a "fair" relationship with her parents. She does not feel close to either one.

In grade 10, Linda meets a boy in one of her classes and they become very serious about each other. This is the most meaningful relationship Linda has every had with anybody. They fall in love with each other.

When Linda is in grade 11 and her boyfriend is in grade 12, she finds she is pregnant . . .

GENILLE

Genille is an average student and likes sports and music. She plays drums in the school band and is in the Girls' Athletic Association. She is also a school social leader — a good dancer and dates a lot.

Her parents are divorced. Her mother doesn't approve of boys that are of a different religion, race or ethnic background. She wants Genille to date what she thinks is the "right kind" of boy. Genille's father is a very suspicious person and doesn't want her to date at all. Her mother and father talk about boys in one way or another much of the time. The mother frequently talks against the father to Genille. The father spoils Genille by always wanting to buy her something . . . clothes or whatever she wants.

Genille is continually thinking about dating and falling in love. She is a very energetic person — aggressive, friendly and always eager to find out what is going on.

CONNIE

Connie just doesn't seem to fit anywhere. She is not a good student, not popular and not athletic. She just can't wait to get out of school. She is rather cute, but when she talks with a boy, she feels like a dunce and her words come out all mixed up — if any come out at all.

Since Connie was a small child she has loved to take clocks (and other gadgets she could get her hands on) apart and put them back together again. She is very good at this.

Connie's parents are dead. She has changed schools many times because of being placed in various foster homes, which is one reason she is discontented in school. She is now in a foster home where she is relatively happy.

She ran away from the foster home previous to the current one because the young people that took her in were involved with drugs. She took some and had a bum trip. The young couple got scared and left her unconscious in the park. She was found by the police and placed in juvenile hall. This was her only experience with drugs. She felt "they just weren't for her."

In her present foster home it is understood that as soon as she gets out of school she should get a job and be independent. The only classes she enjoys in high school are typing and business machines. She loves to take the machines apart and fix them . . .

PHYLLIS

Phyllis is going steady with Bruce. They have lots of friends and go out more in a group rather than just by themselves. Phyllis has started thinking how she would like to get married as soon as she graduates from high school. She is not interested in working or being a career girl — she wants to be a wife and mother only.

Phyllis has some interest in her Art Design and Home Ec classes and is working on a design for a long white satin wedding gown for herself. In some of her classes the teachers think she is diligently working on assignments, but when they walk by her desk they see many drawings of wedding dresses.

Phyllis never knew her father. He just evaporated when she was about two. Phyllis is rather close to her mother. Her mother says she is glad the father is gone . . . "All he did was drink, gamble, and run around with other women anyway." Phyllis' mother also feels that men get most of the breaks . . . "But that's just the way it is. . ."

MARIA

Maria is very tall and thin. The kids tease her and call her "Giraffe". She feels very self-conscious and that she is different from other girls. Being taller than many of the boys in her class makes her feel awkward and unsure of herself around all boys.

Maria loves the water and likes to swim. She would like to go to the pool, but doesn't cut classes because her sister would probably tell on her. Her sister, short and petite, two years older and two grades above Maria, is very popular and a great student. Maria's parents and teachers always compare her unfavourably with her sister. Maria is jealous of her sister's freedom and can't wait until she is older. Nothing much interests Maria at school except swimming, sewing and a merchandising class she will take in grade 12.

Maria's parents are both professional people who have high expectations for their daughter . . .

MARCIE

Marcie doesn't like to do things for "show"; however, if she has a real interest in something, she'll spend hours on it. She is very interested in animals, nature, biology, botany . . . and people. Her favourite subjects at school are biology, art, and world geography.

She likes to sketch and draws pictures for and of her friends. Her best friend is a boy she's known since kindergarten. They share a lot of ideas and even confide about guys and girls they date.

Marcie's grades are okay. She could probably be an A student, if she really pushed herself. Marcie got involved in a project about the "balance of nature". Her teacher wanted her to enter it in a national science contest because it was so well done, but Marcie didn't choose to enter it.

Marcie has a pretty good relationship with her parents. They feel, as she does, that "success" is not measured by grades or money, but by personal satisfaction. They never make an issue about grades . . .

QUESTIONS FOR YOUR CONSIDERATION

1. Which girl's life are you planning? _____

2. Why did you choose her? _____

3. What do you think is her biggest problem? _____

4. What are her interests, values and skills? _____

5. What are her best subjects? _____

6. Will she get further education or training? When? Of what value will it be?

7. When will the girl you chose get married? (Assume she will marry.)

8. What is her husband's education? _____
9. What will his job and salary be? _____

10. Will she continue to work if they have children? _____

11. What questions would you like to ask her if you met her?

ACTIVITY B: THE COST OF LIVING YOUR LIFESTYLE

PERFORMANCE OBJECTIVE:

The student will prepare a budget based on his/her anticipated lifestyle needs.

SUGGESTED GRADE LEVEL: Grades 10 - 11 - 12

TIME REQUIRED: 60 minutes.

PREPARATION:

Prepare some salary data on several occupations at different levels.
Ensure enough copies of budget forms are available.

PROCEDURE:

1. This exercise is intended to give students a rough idea of what is involved in preparing a budget. Upon completion of this exercise, students will have:
 - a) drawn up a yearly budget based upon a self-chosen lifestyle; and
 - b) compared the outcome of that budget to the average salary for the occupation of their choice.

Leaders should remember that students' budgets will not be perfectly accurate or realistic, as prices and salaries change annually. For this exercise, use current rates.
2. Group members will ask to project what they might be doing ten years in the future. In Part A of the Lifestyle Inventory on page 148 each member of the group will choose one occupation in which they have greatest interest at the present time and find out the yearly salary for the occupation. Since approximately one-third of the gross salary will go for taxes and pension, take one-third off and enter this amount as Net Salary.
3. Next, group members should complete Parts B and C of the Lifestyle Inventory .
4. The Budget Sheet (page 181) should be completed next.
5. Discuss the following questions with the students:
 - a) How well does your projected lifestyle fit with your choice of occupation?
 - b) What adjustments (if any) would you have to make in either your lifestyle or career choice in order to make them work together?

NOTES:

LIFESTYLE INVENTORY

PART A

Career Choice _____ Present Age + 10 _____

Average Gross Salary \$ _____ Annually.

Net Yearly Salary (Gross Salary less 1/3) \$ _____

PART B

1. Will you be married or single? _____

Any children? _____

2. Type of home (house, apartment, etc.): _____

How large? (number of rooms, etc.): _____

3. Any pets? _____

4. Type of furniture in your home: _____

Will you have a colour T.V., stereo, washer, dryer, etc.? _____

5. How many cars (if any)? _____

What type? _____

Other vehicles (camper-trailer, motorcycle, etc.): _____

6. What type of clothes will you wear (i.e., very stylish, moderately stylish, etc.): _____

7. Type of vacations (if any): _____

8. Type and amount of savings (if any): _____

9. Will you have any insurance? (life, fire, etc.): _____

10. General type of entertainment and recreation needs: _____

OTHER ITEMS YOU WISH TO ADD TO YOUR LIFESTYLE.

PART C — GOAL SETTING FOR YOUR LIFESTYLE

1. Goal for your lifestyle: Describe in a paragraph your desired style of living in ten years.

2. List below the specific objectives you will have to attain in order to achieve that lifestyle.

3. What assumptions or values underlie the lifestyle above?

4. What resources will you need to achieve your goal and objectives?

BUDGET SHEET

MONTHLY PAYMENTS

YEARLY COSTS

1. HOUSING (check one)

☐ Apartment

rent/month: \$ _____
 electricity: _____
 (if applicable)
 parking: _____
 average phone bill/month: _____
 cable T.V.: _____
 laundry: _____
 TOTAL: \$ _____ x 12 =

☐ House

P.I.T. (principal
 interest and taxes/month: \$ _____
 heat: _____
 electricity: _____
 water: _____
 average maintenance costs:
 (care of lawn, furnace
 adjustments, etc.) _____
 cable T.V.: _____
 average phone bill/month: _____
 TOTAL: \$ _____ x 12 =

☐ Other (specify details)

2. FOOD:

average cost/month for
 self, spouse and children
 (if applicable): \$ _____ x 12 =

3. TRANSPORTATION

bus fare/month
 (if applicable): \$ _____
 gas for car(s)
 (if applicable): _____
 car(s) payment: _____
 car(s) maintenance: _____
 TOTAL: \$ _____ x 12 =

Student Material

BUDGET (cont.)

MONTHLY PAYMENTS

YEARLY COSTS

4. INSURANCE

life insurance: \$ _____

home owner's insurance
(fire, theft, etc.): _____

AUTOPAC insurance
(if you own a car): _____

TOTAL: _____ x 12 =

5. ENTERTAINMENT

movies, dining out,
inviting friends in, etc.: \$ _____

cost of babysitters: _____

magazine subscriptions: _____

newspaper subscriptions: _____

TOTAL: \$ _____ x 12 =

6. PERSONAL ITEMS

clothes (self,
spouse, children): \$ _____

furniture: _____

children (lessons, toys, etc.): _____

other items: _____

TOTAL: _____ x 12 =

7. PETS

food bill/month: \$ _____ x 12 =

8. VACATIONS

Approximate yearly spending:

GRAND TOTAL: \$ _____

(Add totals in all boxes together)

NET SALARY: \$ _____

GRAND TOTAL: \$ _____

"EMERGENCY" FUND: \$ _____

The amount you have left over can be
used to put into your savings account,
or for repairs to your car or home
appliances, for gifts, and other items
not included in your budget.

Unit 3

Preparing for a Career

Module 4

Job application techniques



Take care in preparing your letter of application.

NOTES FOR THE LEADER

The following comments can be used as an introduction to these activities:

When preparing a resume, remember that the final typewritten draft must be perfect since the purpose of the resume is to represent the applicant on paper to the employer.

Employers are constantly surprised by the number of job applicants who come for their interviews totally unprepared. The purposes of an interview go far beyond getting information about education and experience. Employers want to find out about YOU, the person. They want to explore your attitudes towards work and the job they have to offer.

In preparing for the interview, you should take the following steps:

1. Investigate the company so that you can ask several good questions about the company;
2. Write down questions you might wish to ask a prospective employer;
3. Rehearse the interview. Good interviewers will be looking for answers that show your interest and ambition, ability to think and plan ahead, and your willingness to assume some responsibility;
4. Attend to your personal appearance;
5. Arrive ahead of your interview time.

ACTIVITY A: THE RESUME AND COVERING LETTER

PERFORMANCE OBJECTIVE:

1. The student will prepare a detailed resume.
2. The student will respond to a fictitious job advertisement with a covering letter and resume.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 - 80 minutes

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Have group members study the sample resume on page 188. Explain to the students the need to cover the following major points in a resume:
 - a) personal information — name, age, address, etc.;
 - b) education and training information — grades completed, special training, diplomas, etc.;
 - c) work experience — describe duties and responsibilities and length of employment;
 - d) references — names of three persons who can tell the employer about your characteristics, education and work experience.
2. Have students prepare a detailed resume, including their own personal data and information on their education, training and experience.
3. Have group members study the sample covering letter on page 190. Emphasize the need to remember the following points:
 - a) Ensure that there are no spelling or grammatical errors;
 - b) Be brief — no more than one page;
 - c) Indicate how you learned about the job and why you think you have the skills necessary for the position;
 - d) Address the covering letter by name to the appropriate person in the place of employment. If in doubt, a phone call will usually get you the information needed;
 - e) Refer to your resume for more details;
 - f) Close with a request to be contacted.
4. Using one of the following advertisements or an ad from your local paper, have the students complete a covering letter to accompany their resumes.

Typist/Bookkeeper

Salary commensurate with experience.
Good fringe benefits. Write Samuel Smith,
Century Business Machines, 1220 Portage Avenue,
Winnipeg.

Legal Secretary

For downtown office. Write Fred Williams,
207-1311 Portage Avenue, Winnipeg.

Serving Personnel

Fat Albert's Restaurant. Restaurant
duties. Write A. Dubois, 1020 Portage
Avenue, Winnipeg.

NOTES:

SAMPLE RESUME

ROBERT JOHN SMITH

Present Address
105 College Avenue,
Winnipeg, Manitoba.
N5X 1G4
(204) 451-6928

Home Address
744 Oxford Street,
Winnipeg, Manitoba.
G4X 5N1
(204) 472-1000

Occupational Goal A position in Marketing or Production leading to management.

Personal Data Date of Birth January 1, 19__
Marital Status Single
Health Excellent
Height 5' 11"
Weight 175 lbs.
Mobility Will move anywhere

Education Fanshawe College, London, Ontario.
Business Administration Program.
Candidate for the three-year diploma in April, 19__
Majored in Management: option with special emphasis on Marketing,
Labour Relations, Business Policy, Production and Purchasing.
During the first two years special attention was given to
Accounting and Data Processing. I maintained 'A' and 'B' averages
throughout College.

High School, Central Collegiate, Brandon, Manitoba.
Graduated Grade Twelve, Arts and Science, 19__.
Have supported myself entirely during the last two years of
College.

Summer Employment The T. Eaton Company, Winnipeg, Manitoba.
Mr. J. C. Black, Department Manager.
Worked in various capacities from May, 19__ until the present
time. Worked full-time during the summer months and part-time
during the school terms. Most of this work was in selling in
the sports and appliance departments.

Nature of work:
a) Salesman d) Inventory Clerk
b) Stock boy e) Mail Clerk
c) Office boy f) Personnel Assistant

Student Material

F. W. Woolworth Company, Winnipeg, Manitoba.

Mr. C. R. Melik, Manager.

Worked as a sales clerk from May until September, 19__.

Duties consisted mainly of selling and taking inventory.

Brown's Gulf Station, 322 York Street, Winnipeg, Manitoba.

Worked as part-time attendant last two years of high school from

September, 19__ until May, 19__.

Duties consisted of serving customers, handling cash, and cleaning.

Miscellaneous
Activities:

Divisional Representative on Fanshawe College Student Council.

Member of the Junior Chamber of Commerce.

Member of Y.M.C.A.

Won Junior Golf Championship, Hylands Gold Club, Winnipeg,
Manitoba, in 19__.

Read Newsweek, Time and Mystery novels.

References
(by permission)

Mr. J. C. Black,
Department Manager,
The T. Eaton Company Limited,
123 Donald Street,
Winnipeg, Manitoba.
Telephone: 439-2411

Mr. J. A. Brown,
Coordinator, Business Administration Program,
Fanshawe College,
P.O. Box 4005, Terminal C,
London, Ontario.
Telephone: (519) 452-7270 Extention 151

Mr. C. R. Melik,
Manager,
F. W. Woolworth Company Limited,
320 Portage Avenue,
Winnipeg, Manitoba.
Telephone: 271-4900

December, 19__

SAMPLE COVERING LETTER

123 Blueberry Bay,
Winnipeg, Manitoba.
R3T 1M1.
June 10, 1980.

Ms. Fran Smith,
Western Sales Manager,
Canada Paint Company,
1111 Graham Street,
Winnipeg, Manitoba.
R2T 1N1.

Dear Ms. Smith:

In response to your advertisement in the June 9th issue of the Winnipeg Free Press for the position of office clerk with your firm, I wish to submit my application for your consideration.

I will be completing grade twelve this June from Kelvin Churchill Collegiate. I am particularly interested in office work, and I believe my education and summer work experience have given me a sound preparation for working in an office.

Enclosed is a resume of my experience. I would appreciate the opportunity of a personal interview should you wish to discuss my application further.

Sincerely,

John Doe.

ACTIVITY B: THE INTERVIEW

PERFORMANCE OBJECTIVE:

1. The student will discuss and prepare answers for questions frequently asked in job interviews.
2. The student will discuss reasons of employers for not hiring interviewees.
3. The student will practise job interview techniques.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: Open

PREPARATION:

Prepare adequate supply of student materials. Arrange for video equipment.

PROCEDURE:

1. Recently ten major Winnipeg companies (including Eaton's, Hudson's Bay, and Great-West Life) were asked about the types of questions they asked during a job interview. These questions are presented on the following page. Discuss these questions with students.
2. These same ten Winnipeg companies were asked why they did not hire someone. This ranking of negative factors is presented on page 193.(Why We Did Not Hire You). Discuss the reasons given for not hiring.
3. If videotape equipment is available, each student should receive a 20-minute job interview. The interview would be videotaped so that the student would receive valuable feedback. (Audiotape may also be used if video is not available. If neither is available, then interviews may be role-played before the whole group.)
4. In small groups of five or six, each group member should use the Interview Checklist (page 194) as a guideline to provide feedback to the interviewee they are watching on videotape. The leader should suggest appropriate answers whenever he/she or other group members feel that the interviewee has given a weak or inappropriate answer.

INTERVIEW QUESTIONS

Ten Winnipeg Companies

1. Before we get on with the interview, let's take a few moments so I can get to know you. Tell me about yourself.
2. Describe your last typical day at work.
3. What would you like to be doing five years from now? What are your goals?
4. What are you looking for in a job?
5. What interested you in this job? Why are you applying for this particular job?
6. What are you interested in doing on the job?
7. What do you think you can do on this job?
8. What school teacher did you like? Who was your favourite? Why?
9. What was your favourite school subject?
10. What were your teachers like?
11. In what school subjects did you do well?
12. What did you enjoy in school?
13. What are your hobbies? What do you enjoy about these hobbies?
14. What areas would you like to go into in this company?
15. Do you get flustered easily?
16. What do you think makes a good employee?
17. Do you like to travel?
18. Why did you leave your last job?

WHY WE DID NOT HIRE YOU

Ten Winnipeg Companies

1. Wearing blue jeans.
2. Untidy appearance.
3. Apathetic.
4. Overly aggressive.
5. Conceited.
6. Inability to express him/herself well.
7. Lack of confidence.
8. Only interested in money.
9. Poor manners.
10. Condemns previous employer.
11. Asks no questions about the job.
12. Lacks knowledge of the company.
13. Fails to look interviewer in the eye.
14. Poor school marks.
15. Unprepared for interview.
16. Sloppy handwriting.
17. Indecisiveness.
18. Easily distracted.
19. Application not completely filled out.
20. Dishonesty.
21. Can't remember the specifics of the advertisement.
22. Bringing friends to the interview.
23. Late without a good reason.
24. Said only likes to do one type of work.

INTERVIEW CHECKLIST

Interviewee's Name: _____

Date: _____

Interviewer's Name: _____

YES	NO	ITEM
—	—	1. Introduced him/herself.
—	—	2. Shook interviewer's hand.
—	—	3. Mentioned favourable comments about previous job or activities.
—	—	4. Mentioned interviewer's name.
—	—	5. Made favourable comments about the potential job or employer.
—	—	6. Asked appropriate and sufficient questions about the position.
—	—	7. Stated qualifications for the job.
—	—	8. Positive presentation.
—	—	9. Presented problem areas (if any) in a positive way.
—	—	10. Asked the interviewer if he/she could call back to find out about the decision.
—	—	11. Posture.
—	—	12. Dress: appropriate for the interview.
—	—	13. Grooming: appropriate for the interview.
—	—	14. Steady eye contact.
—	—	15. Speech duration: longer conversation-type responses.
—	—	16. Did not interrupt the interviewer.

General Impression of the Applicant:

Would Hire ☐

Possibly Would Hire ☐

Would Not Hire ☐

Unit 3

Preparing for a Career

Module 5

Effective job search strategies



Locating employment possibilities.

NOTES FOR THE LEADER

In Career Exploration and Planning, Bruce Shertzer²⁷ suggested that finding a job is "not an easy or comfortable search, and you have to work at it and be very persistent." He suggested a number of ways in which to search for a job. Adapted to the Manitoba scene, they include the following:

1. Register with a Canada Employment Centre. Manitoba has a large number of employment and training offices. They register, classify, select and refer workers to prospective employers. They will also provide assistance to those who do not have a previous work record. They provide aptitude testing and counselling so that they can classify workers and make good referrals to employers.

CEIC officers also collect information about labour trends, changes and opportunities in the local employment area. Local offices can also provide information about employment throughout Manitoba and Canada. There is no fee for any of these services.

2. Seek help from family members, relatives and friends. The best and simplest method for learning about job openings is through people. Make certain that your family and friends are aware that you are looking for a job (a specific kind of job), and have them let you know when they hear of an opportunity.
3. Read newspaper advertisements. You may learn about job opportunities from help-wanted columns in newspapers. The Winnipeg Free Press is Manitoba's major paper and each day it lists a large number of job opportunities in Winnipeg and other regions of Manitoba. Many other Manitoba towns and cities (Brandon, Dauphin, Flin Flon, Selkirk, Portage la Prairie, Thompson, etc.) have their own newspapers and advertise job openings.
4. Check with counsellors and teachers. Counsellors and teachers often know about job opportunities for young people, and they will try to help you get a job suited to your abilities and interests.
5. Write letters of application and prepare resumes. Some advertisements call for a letter of application. You may also wish to write letters of application and send resumes to a number of companies and industries in your area even though they are not advertising for workers.
6. Make personal application. You may be able to get a job by presenting applications in person. The largest number of people obtain jobs in this way. Many people have been successful in getting a job by making a list of the companies that employ people in the occupation in which they are interested. After compiling the list, they asked for job interviews and systematically followed through with their interviews. Sometimes, if a good impression is made, the personnel director will steer you to companies that have openings.
7. Registering with a placement office. Many reliable commercial organizations are available (at a fee) to help find employment. If you do plan to use such placement agencies, you should be sure to check out whether other individuals have been helped in locating and securing jobs and what the fees are before you sign an agreement.

8. Check to determine if other organizations provide placement services.

Some services to consider include the following:

- a) job placement officers in 'core area' schools
- b) YMCA, YWCA;
- c) women's bureaus;
- d) Youth Employment Service (Winnipeg);
- e) Youth Business Learning and Development Centre (Winnipeg);
- f) community colleges.

ACTIVITY A: LOCATING EMPLOYMENT POSSIBILITIES

PERFORMANCE OBJECTIVE:

The student will practise locating and applying for jobs.

SUGGESTED GRADE LEVEL: 10 - 11 - 12.

TIME REQUIRED: Open

PREPARATION: Make advance arrangement to visit employment centre.

PROCEDURE:

1. Much of this exercise will consist of providing students with information on locating employment possibilities. The eight suggestions in Notes for the Leader should be discussed in detail.
2. Have students provide suitable newspaper advertisements and write a letter of application. A sample is provided on the next page. (A resume is usually included, and resume preparation was covered in Module 4.)
3. Visit an employment centre, preferably a centre specializing in youth employment services.

NOTES:

SAMPLE LETTER OF APPLICATION

123 Appleseed Bay,
Winnipeg, Manitoba.
R2G 2A6
June 1, 1980.

The Winnipeg Free Press,
Box 252,
456 Carlton Street,
Winnipeg, Manitoba.
R2G 1C1

Dear Madam/Sir:

In response to your advertisement in the Winnipeg Free Press on May 28, I would like to apply for the position of Assistant to the Accountant. In the attached resume, I have summarized my education and work experience and I have provided the names of references who can substantiate the qualifications listed.

I plan to graduate from Daniel Bell Collegiate in June of this year. I have had part-time work related to invoicing and bookkeeping, and I have studied typing, accounting and bookkeeping procedures in high school.

This application is motivated by an earnest desire to obtain a position offering challenge and responsibilities in the accounting field. I would appreciate the opportunity of a personal interview should you wish to discuss my application further. I may be contacted at the above address or by phoning 789-1234.

Thank you for your consideration of my application.

Sincerely,

Josephine Doe

ACTIVITY B: TELEPHONING AND PERSONAL CONTACTS

PERFORMANCE OBJECTIVE:

1. The student will identify people who may help in the job search.
2. The student will locate the names and addresses of possible employers.
3. The student will practise telephone conversations with prospective employers.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 120+ minutes.

PREPARATION:

Ensure adequate supply of student materials. Made advance arrangements with library for use of directories, etc.

PROCEDURE:

1. The leader introduces this unit by informing the group that there are some job openings daily in every community. Generally about four percent of the jobs in any community are open each month. These openings are usually filled within five days by persons whose qualifications and job search techniques place them before a prospective employer at a time when he/she has an opening.
2. Next, students should be encouraged to talk about how they located and obtained previous jobs.
3. In A Job Search Guide,²⁸ Davison and Tippet provide a list of people to contact when job searching:
 - a) friends, relatives and neighbours;
 - b) former employers;
 - c) acquaintances in your field of interest;
 - d) secretaries of Chamber of Commerce and Boards of Trade;
 - e) secretaries of trade associations and unions;
 - f) members of community services and church services; and
 - g) counsellors at YMCA, YWCA and other youth organizations.

After explaining this list to group members, each member of the group should make a list of ten persons whom it might be useful to tell that he or she is looking for a job.

4. Using the resources of the library, have group members locate the names and addresses of at least five employers whom they might contact regarding job vacancies, and record this information on Job Prospect Cards. (A sample card from Creating A Career is shown on page 204.)

Note: Library resources that should prove helpful are:

- a) Manitoba and Winnipeg telephone directories;
 - b) Poor's Register of Directors and Executives ;
 - c) Fraser's Canadian Trade Directory;
 - d) Canadian Almanac and Directory;
 - e) Canadian Trade Index.
5. Have students role play situations where they phone a company, ask for job openings, and describe their qualifications and availability.

LIST OF PEOPLE TO SEE

I. Business persons (at the local stores, newspaper, bank, shopping malls, etc.)

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE
1.				
2.				
3.				
4.				
5.				

II. Professional persons (minister, priest or rabbi, doctor, lawyer, teacher, counsellor).

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE
1.				
2.				
3.				
4.				
5.				

III. Family, friends and neighbours.

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE
1.				
2.				
3.				
4.				
5.				

SAMPLE JOB PROSPECT CARD

FRONT

JOB PROSPECT CARD

Company Name _____

Address _____

Telephone Number _____

Nature of Business _____

In Charge of Employment _____

Located by _____

BACK

Date _____ Wrote _____ Called _____ Phoned _____

Applied for position as _____

Result _____

Remarks _____

Unit 4

Work and Working

Module 1

Relating occupational classifications to local jobs



Exploring career possibilities.

NOTES FOR THE LEADER

The following material is presented in order to assist the leader discuss the concept of occupational classification systems.

The Canadian Classification and Dictionary of Occupations (CCDO) uses several classification systems. First, Canadian occupations are divided into the following 23 major groups:

- Managerial, Administrative and Related Occupations
- Occupations in Natural Sciences, Engineering and Mathematics
- Occupations in Social Sciences and Related Fields
- Occupations in Religion
- Teaching and Related Occupations
- Occupations in Medicine and Health
- Artistic, Literary, Performing Arts and Related Occupations
- Occupations in Sport and Recreation
- Clerical and Related Occupations
- Sales Occupations
- Service Occupations
- Farming, Horticultural and Animal-Husbandry Occupations
- Fishing, Hunting, Trapping and Related Occupations
- Forestry and Logging Occupations
- Mining and Quarrying Including Oil and Gas Field Occupations
- Processing Occupations
- Machining and Related Occupations
- Product Fabricating, Assembling and Repairing Occupations
- Construction Trades Occupations
- Transport Equipment Operating Occupations
- Material-Handling and Related Occupations, n.e.c.
- Other Crafts and Equipment Operating Occupations
- Occupations Not Elsewhere Classified

These major groups are further divided into 81 minor groups and 498 unit groups. The C.C.D.O. also uses industry designations. These are:

- Agriculture
- Air and Space-Craft Manufacturing and Repairing
- Air Transport
- Amusement and Recreation
- Animal and Vegetable Oil Extracting
- Any Industry
- Asbestos and Mineral Wool Products Manufacturing
- Asphalt Roofing Manufacturing
- Bakery Products
- Banking and Finance
- Broadcasting, Motion Picture and Stage Production
- Business Services
- Canning and Preserving, n.e.c.
- Catering and Lodging
- Cement, Stone and Clay Products Manufacturing

Chemical Manufacturing, n.e.c.
Clerical
Confectionery Manufacturing
Construction
Dairy Products Processing
Distilling, Brewing and Fermenting
Education and Training
Electrical Equipment Manufacturing and Repairing
Electric Power, Generating and Distributing
Electronic Equipment Manufacturing and Repairing
Explosives and Ammunition Manufacturing
Feed and Flour Milling
Fishing
Fish Processing
Food and Beverage Processing, n.e.c.
Forestry and Logging
Fur Goods Manufacturing and Repairing
Furniture Manufacturing and Repairing
Garment and Fabric Manufacturing and Repairing
Glass and Glass Products Manufacturing
Government Services
Hunting and Trapping
Insurance and Real Estate
Iron and Steel Processing
Jewellery and Precious Metal Products Manufacturing and Repairing
Knit Goods Manufacturing
Laundering, Cleaning and Pressing
Leather Tanning and Fur Dressing and Dyeing
Linoleum and Allied Products Manufacturing
Luggage, Handbag and Small Leather Goods Manufacturing and Repairing
Machining, Welding and Forging
Mechanical Equipment Manufacturing and Repairing, n.e.c.
Medical Services
Metal Fabricating, n.e.c.
Metal Stamping, Pressing and Coating
Mining and Quarrying
Miscellaneous Products Fabricating, n.e.c.
Miscellaneous Services
Motor Vehicle Manufacturing and Repairing
Motor Vehicle Transport
Non-Ferrous Metal Processing
Non-Metallic Mineral Products Manufacturing, n.e.c.
Oil and Natural Gas Production
Paint and Varnish Manufacturing
Paper Products Manufacturing
Personal Services, n.e.c.
Petroleum and Coal Products Manufacturing
Pharmaceuticals, Medicines and Toiletries Manufacturing
Plastic Products Manufacturing
Printing and Publishing
Professional and Technical Services, n.e.c.
Pulp and Paper Manufacturing
Rail Transport
Railway Rolling Stock Manufacturing and Repairing
Religion
Retail Trade
Rubber Products Manufacturing
Sawmill

Scientific and Industrial Equipment Manufacturing and Repairing, n.e.c.
Ship and Boat Building and Repairing
Shoe Manufacturing and Repairing
Slaughtering and Meat Packing
Soap and Cleaning Compounds Manufacturing
Social Welfare Services
Sporting Goods and Toy Manufacturing and Repairing
Storage and Warehousing, n.e.c.
Structural, Plate and Ornamental Metal Working
Sugar Refining
Synthetic Fibres Manufacturing
Telecommunications
Textile Manufacturing
Tobacco Processing
Transport, n.e.c.
Utilities, n.e.c.
Veneer and Plywood Manufacturing
Water Transport
Water Works
Wholesale Trade
Wire and Wire Products Manufacturing
Woodworking

Another way of classifying occupations has been developed by Anne Roe. She²⁹ uses a two-way classification of occupations. In the first dimension she includes eight groups of occupations:

1. Service
2. Business Contact
3. Organization
4. Technology
5. Outdoor
6. Science
7. General Culture
8. Arts and Entertainment

Roe's second dimension is based on the level of function in the occupation, that is, the degree of responsibility or skill required to do the work. She identified the following six levels:

1. Professional and Managerial (Independent Responsibility)
2. Professional and Managerial (Other)
3. Semi-professional and Small Business
4. Skilled
5. Semi-skilled
6. Unskilled

Occupations can be described then, in terms of these two dimensions.

Note: The leader is encouraged to obtain copies of The Manitoba Career Guide for further local career information on the various regions of Manitoba.

ACTIVITY A: EXAMINING LOCAL INDUSTRY

PERFORMANCE OBJECTIVE:

The student will investigate and research local industry.

SUGGESTED GRADE LEVEL: 10 - 11 - 12.

TIME REQUIRED: Open

PREPARATION: Discuss nature and content of the research paper.

PROCEDURE:

1. The leader should explain the various occupational classification systems briefly outlined in Notes for the Leader
2. Next, the leader should explain Karl Kunze's "Spectrum of Career Information" (The "extent of directness" indicates how closely the type of information approximates actual work experience.) The Spectrum of Career Information is presented on page 211.
3. Students should use the CCDO's industry designation classification system and (either individually or in small groups) prepare a project whereby they will do a research investigation of one major industry (or company) in their area that employs many local people. If possible, each one of the ten levels of directness outlined in the Spectrum of Career Information should be utilized.
4. The research investigation should include such topics as the following:
 - a) The History and Importance of the Industry;
 - b) Its Products or Services;
 - c) Occupations Found in the Industry;
 - d) Future Trends or Directions;
 - e) How the Student Would Feel About Working in Such an Industry.

NOTES:

SPECTRUM OF CAREER INFORMATION

EXTENT OF DIRECTNESS	CLASSIFICATIONS
DIRECT CONTACT WITH ACTUAL WORK EXPERIENCE - - - - -	10. On-the-job tryout: Summer jobs, work experience. 9. Directed exploratory experiences: Work samples, work evaluation tasks. 8. Direct observation: Visits to work settings.
SIMULATION OF WORK SETTINGS AND OCCUPATIONAL ROLES - - - - -	7. Synthetically created work environments. 6. Simulated situations: Career games; role playing
INFORMATION IS PROCESSED BY AND ADAPTED TO THE NEEDS OF THE INDIVIDUAL - - - - -	5. Interviews with experts: Questioning representatives of occupations, career days. 4. Computer Based Systems: Retrieval Systems
INFORMATION IS PRESTRUCTURED, FIXED AND DESIGNED FOR GENERAL USE	3. Programmed Instructional Materials: Books and workbooks 2. Audio Visual Aids: Films, tapes, slides, etc. 1. Publications: Books, monographs, charts charts, etc.

Source: Adapted from Karl Kunz, as cited in Herr, E.L. and Cramer, S.H., Career Guidance Through the Life Span. (Boston: Little, Brown and Co., 1979), p. 269.

ACTIVITY B: JOB MARKET EXPLORATION

PERFORMANCE OBJECTIVE:

- 1) The student will research the characteristics of occupations advertised in the local newspaper.
- 2) The student will understand how geographical mobility may be related to certain occupational opportunities.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 minutes, plus research time outside the class.

PREPARATION: Arrange for adequate supply of newspapers for the group.

PROCEDURE:

1. The leader should make arrangements to have copies of a local newspaper available for each group member for a month.
2. Each group member should complete the Job Chart once each week for four weeks. Students should note the numbers of jobs in each category as well as the types of skills and qualifications required.
3. At the end of the four-week period, students should compare their Job Charts and discuss local job trends in terms of the following:
 - a) educational level required;
 - b) skills most often sought;
 - c) seasonal employment opportunities;
 - d) types of workers seeking work;
 - e) major types of jobs available.
4. Students can identify occupations which are of interest, but which are not available locally.
5. The Winnipeg Free Press want ads can be examined in order to create lists of jobs which are available outside the local area.
6. Students can identify possible or preferred living and working locations outside the local area by responding in writing to the questions: "Where in Canada, outside your present location, would you like to live? Where would you not wish to live or work? Explain your answers."

NOTES:

JOB CHARTS

A. HELP WANTED

REQUIREMENTS

WEEK	UNIV.	COMM. COLLEGE	HIGH SCHOOL	SPECIAL SKILL (SPECIFY)
1				
2				
3				
4				

EMPLOYERS

WEEK	CORPORATION	SMALL BUSINESS	PRIVATE PERSON	GOV'T.	OTHER
1					
2					
3					
4					

B. SEEKING WORK

WEEK	UNIV.	COMM. COLLEGE	HIGH SCHOOL	SPECIAL SKILL (SPECIFY)
1				
2				
3				
4				

EMPLOYERS

WEEK	CORPORATION	SMALL BUSINESS	PRIVATE PERSON	GOV'T.	OTHER
1					
2					
3					
4					

Unit 4

Work and Working

Module 2

Practical work experience



A day on the job.

NOTES FOR THE LEADER

Many schools have well-defined and well-organized work experience programs where students have the opportunity to have a "hands-on" experience with occupations that they are interested in. Group leaders should encourage students to take advantage of this work experience.

In schools where students can not be part of longer work experience programs, the shorter activities suggested in this module should be of some practical help. A visit to a job site and a structured interview with a worker is a valuable and efficient method of career study.

The work of the group leader with One Day on the Job and Interviewing a Worker can be immeasurably enhanced by cooperative working arrangements with community agencies involved in youth career services. Following is a partial list of some of these Winnipeg agencies:

1. Educational Authorities
 - a) Adult Education Centre
310 Vaughan Street
 - b) Red River Extension Centre
 - c) New Careers
16 Martha Street
2. Department of Health and Community Services
 - a) Winnipeg Home Improvement Project
357 Bannatyne Avenue
 - b) Employment Services
189 Evanson Street
 - c) Training Resources for Youth
302 - 138 Portage Avenue East
3. Department of Labour and Manpower
 - a) Apprenticeships and Industrial Training
401 York Avenue
 - b) Women's Bureau
241 Vaughan Street
4. Human Rights Commission
200 - 323 Portage Avenue
5. Youth Business Learning and Development Centre
202 - 1311 Portage Avenue
6. Canada Employment and Immigration Commission
 - a) Job Information Centre (Job Bank)
393 Portage Avenue
 - b) Youth Employment Service
344 Edmonton Street
 - c) Youth Career Counselling Centre
344 Edmonton Street

ACTIVITY A: ONE DAY ON THE JOB

PERFORMANCE OBJECTIVE:

1. The student will observe or assist a worker in an occupation of interest.
2. The student will prepare a written report and discuss this experience.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 80 minutes of class time plus time out of school for work place visit.

PREPARATION: See Procedure below.

PROCEDURE:

1. Have each student select an occupation(s) which interests him/her.
2. Prepare the group members for their day on-the-job following (and assisting, if possible) the worker of their choice by discussing the role of the worker (arrival time, hours, breaks, dress, behaviour, etc.).
3. Contacts with employers can be made by the group leader or each group member could make his/her own employer contact. (In rural areas it may be necessary to arrange transportation to an urban area.)
4. After observing/assisting a worker for a day, students should share their experiences with other members of the group.
5. Have students write a report on their experience noting their observations and indicating whether the job was what they expected, and if they would consider pursuing the occupation, giving reasons.
6. Have students thank the employer and the worker by letter.

NOTES:

ACTIVITY B: INTERVIEWING A WORKER

PERFORMANCE OBJECTIVE:

The student will interview a worker in an occupation of interest in order to acquire information about that occupation.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 - 80 minutes in-class time plus time outside class to conduct interviews.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Introduce this exercise by explaining to the group members that the focus of their interview of a worker will be on the following:
 - a) the duties of the occupation;
 - b) the satisfaction that the work brings;
 - c) the skills the worker brings to the occupation.
2. Ask students to contact a company, business or individual about interviewing someone who is doing the work they are interested in. Have students make an appointment. Explain that they wish an interview because they are trying to learn more about this kind of work. Ask for a specific date and time.
3. Interview the worker. (The Worker Interview Form on page 22C may serve as a guideline.)
4. Discuss the interview with other group members and the leader.

NOTES:

WORKER INTERVIEW FORM

1. What is the name of your occupation? _____

Does it have any other names? _____

2. Briefly describe what you do on a typical day at work.

3. Work often gives us much more than vacation days, money and a pension. Here are some things that bring workers satisfaction. Will you tell me whether any of these are available from doing this job?

a) Service means direct contact with other people and that the worker helps another person directly. Is this job high, medium or low on service?

b) Most jobs have bosses or supervisors. Would you rate supervision as close, medium or distant on this job?

c) Leadership means helping, directing or evaluating others. How would you rate the amount of leadership needed on this job? (High, Medium or Low)

d) Teamwork means working with others as a "team". Is this occupation high, medium or low on teamwork?

e) Is the salary high, medium or low on a job like this?

What would a beginning worker make? _____

What would an experienced worker make? _____

Student Material

4. A worker needs to bring some skills to an occupation. As I name a number of skills, would you tell me whether or not this skill is important for this job and then would you tell me what work activity is involved in the skill.

Working with	High	Medium	Low	Work Activity
1. Tools & Machines				
2. Finger/Hand Dexterity				
3. Communicating with Others				
4. Selling				
5. Directing Others				
6. Creativity				
7. Numbers				
8. Written Materials				
9. Your Mind				
10. Chemicals, Elements, etc.				

5. For a job like this, if I had the right attitude, could I get this job and learn it while I work? Or would I need to get a special skill first? Or would I need to go to university first?

6. Are there typical on-the-job conflict situations involved in this work? If so, could you please say what they are and how they are best handled?

7. What work habits should be developed by someone who is interested in this occupation? What work habits are necessary for success in this occupation?

Thank you for helping me learn more about your work.

Unit 4

Work and Working

Module 3

Using career information



NOTES FOR THE LEADER

The National Vocational Guidance Association has classified career materials as follows:³⁰

1. Career fiction

An account, portrayed through the experiences of one or more fictional characters, of an occupation which may encompass duties, qualifications, preparations, conditions, and nature of work and advancement. (Note: Some of these glamorize professions and do not give an accurate picture.)

2. Biography

An account of the life of a successful man or woman in a given field of endeavor, portraying the problems faced by this person in preparing for and advancing in a particular career.

3. Occupational monograph

Extensive coverage of all phases of an occupation. A detailed, comprehensive analysis of a field of work and its related occupations (about 4,000 to 8,000 words).

4. Occupational brief

Covers the various types of specialization in an occupational field in general terms. Not as extensive as a monograph, yet describes all phases of the various job opportunities (about 3,000 words).

5. Occupational abstract

A concise summary of a job in an occupational area, citing the duties and nature of employment in general terms (about 1,500 words).

6. Occupational guide

Brief facts about various phases of an occupation. Contains general information about the occupation, but does not describe any particular job. May be in outline form or a booklet or leaflet.

7. Job series

Broad coverage of an entire occupational area, giving brief accounts of all job opportunities in a field. May be a book, manual, or article.

8. Business and industrial descriptive literature

Describes a particular business or industry. May show scope and pattern of occupational opportunities.

9. Occupational and industrial description

Describes the principal opportunities of an occupation in one industry or one occupation in several industries. Discusses an occupation as it relates to employment opportunities in industry. May include a brief account of the industries.

10. Recruitment literature

Descriptive promotional information pointed toward recruiting young men and women into an occupation or career field. Brief coverage of facts.

11. Poster or chart

Occupational information presented by pictures, graphs, tables, in colour or black and white, portraying information about jobs, opportunities, trends, qualifications, and preparation. Data in concise, summarized form, permitting quick review or stimulating interest in a major occupational group.

12. Article or reprint

An account of an occupation, a phase of an occupation, or a person performing the occupation. Covers most phases of the job. Varies in length and degree of coverage. May also be a fact sheet, series of tables, etc. Usually, but not necessarily, in prose style. May be in a newspaper, magazine, or other publication.

13. Community survey, economic report, job analysis

Very accurate, highly statistical, comprehensive reports made as the result of local, national, or industrial studies. Professional studies not easily adapted to student use.

14. Other

Specialized occupational studies, general occupational reviews, technical reports or portions thereof, if applicable, and other miscellaneous occupational information. Information presented by types other than those listed above should be accounted for here. Includes occupations in relation to specific college curricula.

ACTIVITY A: INFORMATION ABOUT OCCUPATIONS

PERFORMANCE OBJECTIVE:

1. The student will obtain published information about occupations of interest.
2. The student will evaluate this occupational information.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 - 80 minutes of in-class time.

PREPARATION:

Acquire samples of the occupational literature described in Notes for the Leader . See the Annotated Bibliography of Resources (page 261) for sources.

PROCEDURE:

1. Discuss and describe the 14 types of occupational materials. (See Notes for the Leader).
2. Ask the members of the group each to identify an occupation and attempt to obtain as many of the 14 types of occupational materials as possible for their particular occupation.

Note: Some sources for information include the following:

- a) the school guidance centre;
 - b) government agencies;
 - c) commercial publishers (e.g., The Guidance Centre in Toronto);
 - d) professional, union and industrial organizations;
 - e) large private companies;
 - f) periodicals;
 - g) audiovisual materials.
3. Have students evaluate their occupational information. The following ten questions should serve as a guideline:
 - a) Is the material accurate?
 - b) Is the information up-to-date?
 - c) How thorough is the presentation?
 - d) Do the things done in the occupation interest me?
 - e) Where is the work done?
 - f) What is the demand for workers?
 - g) What is required to enter and succeed in the occupation?
 - h) How do people enter the occupation?
 - i) How do people advance in the occupation?
 - j) What are the earnings?

NOTES:

ACTIVITY B: CANADIAN CAREER INFORMATION

PERFORMANCE OBJECTIVE:

The student will gain an understanding of Canadian occupations and classifications by researching occupations of interest.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 minutes plus (depending on interest and motivation of student).

PREPARATION:

Note: For this activity, the leader will require additional materials.* Most Manitoba guidance departments or school libraries will have copies of the materials. They are as follows:

1. The Canadian Classification and Dictionary of Occupations (CCDO), Volumes 1 and 2
2. Careers Canada
3. Careers Manitoba

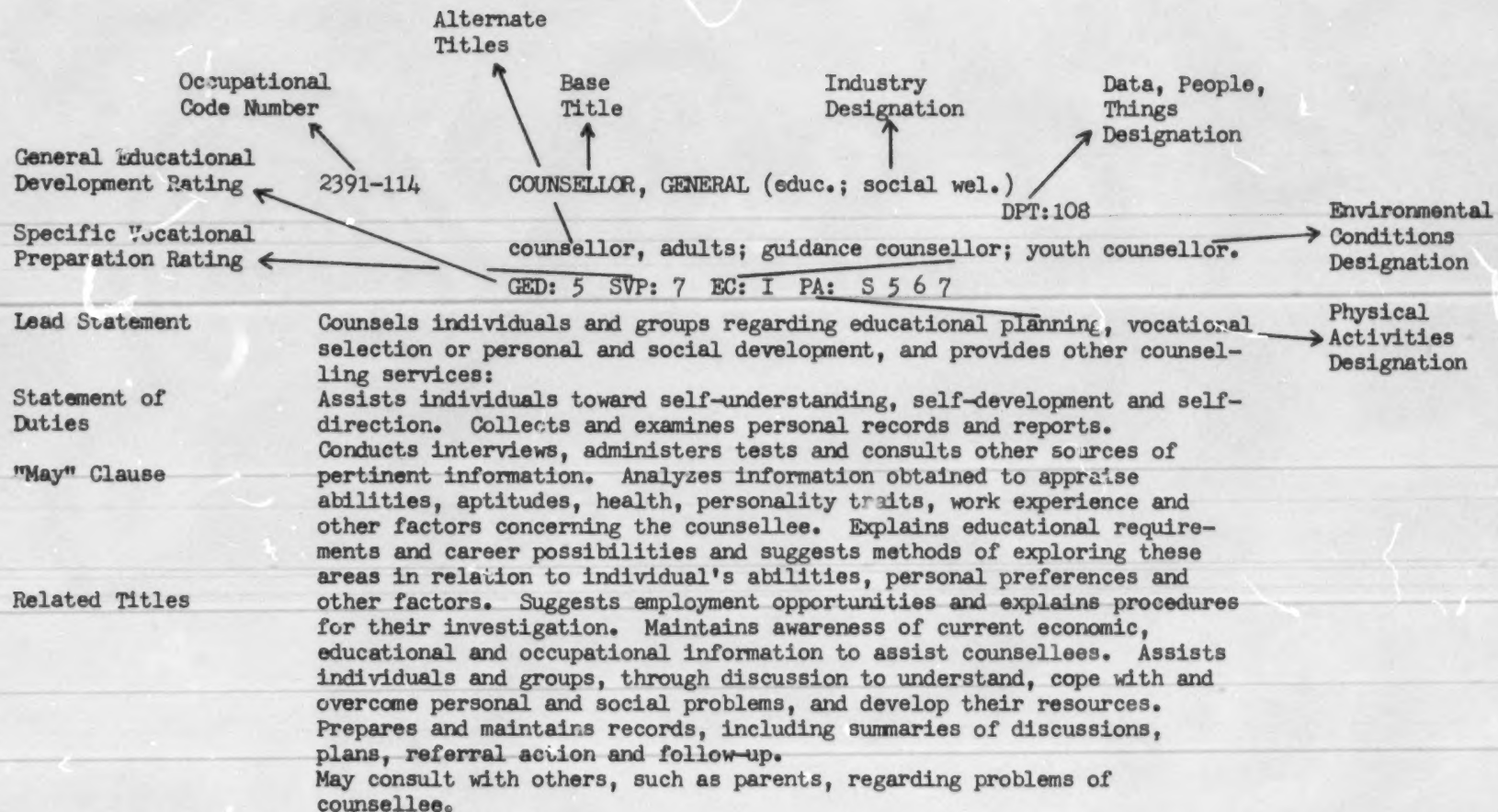
PROCEDURE:

1. To help group members to familiarize themselves with the CCDO, the leader should have several copies available and duplicate copies of CCDO Job Descriptions (page 229) and Guide to Qualifications Profile Factors (pages 230 to 231).
2. After students have studied the two handouts, each student should have practice looking for a number of occupations he/she is interested in and study the profile factors provided in CCDO, Volume 1.
3. Next, group members should study Careers Canada. These booklets will provide group members with job descriptions, education and training required, and employment opportunities in Canada.
4. Lastly, group members should study the more specific Careers Manitoba. Each booklet provides the reader with a specific job description followed by the training required, working conditions, earnings, personal qualities and future outlook in Manitoba.

NOTES:

* See Annotated Bibliography of Resources, p. 261.

CCDO JOB DESCRIPTIONS



GUIDE TO QUALIFICATION PROFILE FACTORS

APTITUDES

- G General Intelligence
- V Verbal Ability
- N Numerical Ability
- S Spatial Perception
- P Form Perception
- Q Clerical Perception
- K Motor Coordination
- F Finder Dexterity
- M Manual Dexterity
- E Eye-Hand-Foot Coordination
- C Colour Discrimination

Aptitude Levels

(in terms of working population)

- 1 Upper 10%
- 2 Upper Third exclusive of the Highest 10%
- 3 Middle Third
- 4 Lowest Third exclusive of the Lowest 10%
- 5 Lower 10%

When these levels are underlined, they are considered significant for satisfactory job performance.

PHYSICAL ACTIVITIES (PA)

- 1. Strengths (lifting, carrying, pushing, pulling) shown in terms of:
 - S - Sedentary work (10 lbs. max)
 - L - Light work (20 lbs. max)
 - M - Medium work (50 lbs. max)
 - H - Heavy work (100 lbs. max)
 - VH - Very heavy work (over 100 lbs)
- 2. Climbing and/or Balancing
- 3. Stooping, Kneeling, Crouching and/or Crawling
- 4. Reaching, Handling, Fingering and/or Feelings
- 5. Talking
- 6. Hearing
- 7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision

ENVIRONMENTAL CONDITIONS (EC)

- 1. Work Location
 - I - Inside
 - O - Outside
 - B - Both
- 2. Extremes of cold plus temperature changes
- 3. Extremes of heat plus temperature changes
- 4. Wet and/or humid
- 5. Noise and/or vibration
- 6. Hazards in terms of:
 - mechanical
 - electrical
 - burns
 - explosives
 - radiant energy
- 7. Atmospheric Conditions in terms of:
 - fumes
 - odours
 - dusts
 - mists
 - gases
 - poor ventilation

GENERAL EDUCATION DEVELOPMENT (GED)

<u>Levels</u>	<u>Approximate Duration of Schooling</u>
6 -	17 years plus
5 -	13 to 16 years
4 -	11 to 12 years
3 -	9 to 10 years
2 -	6 to 8 years
1 -	Up to 6 years

Guide to Qualifications Profile Factors (Cont.)

SPECIFIC VOCATIONAL PREPARATION (SVP)

- | | |
|---|---|
| 1 - Short Demonstration Only | 5 - Over 6 months up to and including 1 year |
| 2 - Anything Beyond short demonstration up to and including 30 days | 6 - Over 1 year up to and including 2 years |
| 3 - Over 30 days up to and including 3 months | 7 - Over 2 years up to and including 4 years |
| 4 - Over 3 months up to and including 6 months | 8 - Over 4 years up to and including 10 years |
| | 9 - Over 10 years |

INTEREST FACTORS

- | | | |
|--|-----|--|
| 1. Things and Objects | vs. | 6. People and Communication of Ideas |
| 2. Business Contact with People | vs. | 7. Scientific and Technical Work |
| 3. Routine, concrete and organized work | vs. | 8. Abstract and creative work or experiences |
| 4. Working for people for their presumed goods as in the social welfare sense, or for dealing with people and language in social situations. | vs. | 9. Non-social work, carried on in relation to processes, machines and techniques |
| 5. Work resulting in prestige or esteem of others | vs. | 0. Work resulting in tangible, productive satisfaction |

TEMPERAMENT FACTORS

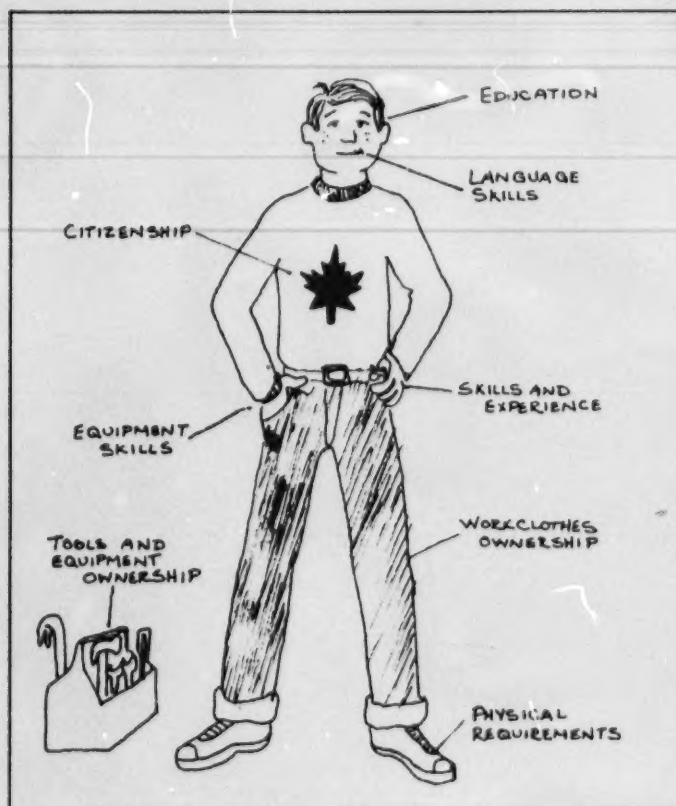
- | | |
|---------------------------------|--|
| 1. Variety and Change | 7. Influencing People |
| 2. Repetitive, Short Cycle | 8. Performing Under Stress |
| 3. Under Specific Instruction | 9. Sensory or Judgmental Criteria |
| 4. Direction, Control, Planning | 0. Measurable or Verifiable Criteria |
| 5. Dealing with People | X. Interpretation of ideas, facts, feelings |
| 6. Isolation | Y. Precise attainment of set limits, tolerances or standards |

Unit 4

Work and Working

Module 4

Assessing my employability



Assessing my employability.

NOTES FOR THE LEADER

In 1975 the Occupational and Career Analysis and Development Branch of the Canada Employment and Immigration Commission developed PLACE, a "Programme Leading to Achievement of Client Employment". PLACE factors were divided into four main sections:

Fitting the Job

1. Physical Requirements
2. Education
3. Skills and Experience
4. Licences and Certificates
5. Equipment Operation
6. Work Tools Ownership
7. Work Clothes Ownership
8. Language Skills
9. Union or Professional Association Membership
10. Citizenship

Getting the Job

1. Finding Job Openings
2. Telephone Applications
3. Letters of Application
4. Resume Preparation
5. Application Forms
6. Preparation for Interviews
7. Interview Behaviour
8. Record Keeping
9. Job Search Fatigue

Doing it Well

1. Punctuality and Attendance
2. Work Style
3. Care of Equipment
4. Communication
5. Human Relations
6. Grooming

Personal Needs

1. Finances
2. Legal Problems
3. Discrimination
4. Housing
5. Transportation
6. Care of Dependents
7. Health
8. Physical Aids
9. Alcohol/Drugs

PLACE was designed as a system that enables clients to assess their readiness for employment in terms of specific jobs or careers. Within the framework of a set of employability factors, they compare occupational requirements with their skills, qualifications and personal situations.

The next four activities (Fitting The Job, Personal Needs, Getting The Job, and Doing It Well) have been adapted, with permission, from the 1975 edition of PLACE. (A new edition is now available and is described in the Annotated Resource Bibliography.) These exercises will also serve as a review of much of the material in this book, as well as providing specific direction for the student considering a specific job.

ACTIVITY A: FITTING THE JOB

PERFORMANCE OBJECTIVE:

The student will assess him/herself in terms of the occupational requirements of an occupation of personal interest.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 60 minutes.

PREPARATION:

Ensure adequate supply of students materials. Ensure necessary resource material is available.

PROCEDURE:

1. The CEIC's program PLACE includes the following sections in "Fitting the Job".
 - a) Education
 - b) Skills and Experience
 - c) Physical Requirements
 - d) Language Skills
 - e) Licences and Certificates
 - f) Equipment Operation
 - g) Work Tools and Equipment Ownership
 - h) Work Clothes Ownership
 - i) Union or Professional Association Membership
 - j) Citizenship

The leader should discuss all areas, but in this exercise special attention will be placed on the first three sections.

2. Distribute the Fitting the Job Questionnaire (page 238).
3. Discuss the questionnaire after the students have completed it.

NOTE: The leader could make use of the following three books in helping group members with this exercise:

1. The PLACE Workbook
2. The PLACE Sourcebook on Working
3. The PLACE Directory to Employment - Related Programs and Services
(See Annotated Bibliography of Resources for PLACE materials.)

4. Discuss methods whereby group members can meet any of the shortcomings they have identified in this questionnaire.

NOTES:

FITTING THE JOB QUESTIONNAIRE

NAME _____

DATE _____

I would like to work in the following occupation: _____

A. EDUCATION

The amount and type of education required varies a great deal among occupations. As well, the strictness of the requirements may vary. You should interpret the educational qualifications broadly. For example: If the requirements are listed as graduation from high school and you completed all but one year of high school and have two years related experience, you should not eliminate the occupation from consideration. You can discover the educational requirements for occupations by checking the CCDO volumes I and II, asking employers or workers' organizations or through studying occupational literature.

1. The Educational Requirements for my Occupation

a) What is the minimum grade level required in this occupation?

b) What is the preferred grade level? _____

c) In the space provided below list the post-secondary education or training courses required for your occupation.

2. My Educational Qualifications

a) What grade level have you completed in school? _____

b) In the space below list education or training programs you have completed.

B. SKILLS AND EXPERIENCE

Because employers want to be sure the people they hire can do the job, they look for people who have already learned the skills they require. Usually, this means they look for someone with previous experience in the same type of work. However, if you have the required skills, employers often don't care too much where you learned them. When analyzing the skill requirements of your chosen occupation, keep in mind the skills you have learned not only at your paid jobs, but also through volunteer work, hobbies, unpaid work, etc.

You can discover the skill requirements of occupations by checking CCDO Volumes I and II, reading Careers Provinces, checking with employers or workers' organizations, and by reading career pamphlets.

1. The Skills and Experience Requirements

- a) What types of work skills are required for this occupation?

- b) What experience is required? _____

2. My Skills and Experience

- a) What work skills or experience do you have? (E.g., typing, writing, skills, driving skills, etc.)

- b) Comment on the length of experience in each of your skills.

C. PHYSICAL CHARACTERISTICS

In some occupations there are strict physical requirements you must meet to be considered as a potential worker. It is usually legal to have this type of restriction. (If you feel that the restrictions are unfair, you can appeal to the Human Rights Commission; however, in the meantime, you will have to look elsewhere.) These limitations may include age, height, weight, vision and hearing. You can discover the physical characteristics required by occupations by checking CCDO Volumes I and II and Careers Provinces, talking to employers or workers' organizations and by reading career pamphlets.

1. The Physical Requirements for my Occupation

- a) List the required physical characteristics of your occupation.

None _____

Age _____

Height _____

Vision _____

Weight _____

Hearing _____

2. My Physical Qualifications

a) List your physical characteristics:

Not applicable _____

Age _____

Height _____

Vision _____

Weight _____

Hearing _____

Your group leader will discuss methods whereby you can overcome shortcomings you have identified in this questionnaire.

ACTIVITY B: PERSONAL NEEDS THAT AFFECT WORK

PERFORMANCE OBJECTIVE:

The student will assess an occupation in terms of personal characteristics and criteria.

SUGGESTED GRADE LEVEL: 10 - 11 - 12.

TIME REQUIRED: 60 minutes.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. The CEIC program PLACE includes the following sections in "Personal Needs".

- a) Finances
- b) Housing
- c) Health and Physical Aids
- d) Discrimination
- e) Legal Problems
- f) Transportation
- g) Care of Dependents
- h) Alcohol/Drugs

The leader should discuss all areas, but in this exercise emphasis will be on the first four sections.

2. Distribute the Personal Needs Questionnaire (page 242).

3. Discuss the questionnaire after the students have completed it.

4. Discuss methods whereby group members can meet any shortcomings they have identified in their questionnaire.

NOTES:

PERSONAL NEEDS QUESTIONNAIRE

NAME

DATE

I would like to work in the following occupation: _____

A. FINANCES

1. Does the amount of money you will get on this occupation match the amount of money you plan to spend monthly?

Yes ()

No ()

2. Complete the following 'budget calculator'

Expected Income (monthly) \$ _____

Expenses (monthly) \$ _____

Rent _____

Food _____

Utilities _____

Transportation
(including gas, car
payments and insurance) _____

Insurance _____

Union Dues _____

Clothes _____

Laundry/Dry Cleaning _____

Entertainment _____

Installment payments _____

Other expenses _____

TOTAL _____

B. HOUSING

Your living situation should allow you adequate rest, relaxation and privacy to look for work or keep a job.

- | 1. Do you have: | Yes | No |
|---|-----|-----|
| a) a place to write letters of application, etc.? | () | () |
| b) use of a telephone? | () | () |
| c) a reliable way of receiving messages? | () | () |
| d) facilities for care of clothing? | () | () |
| e) facilities for grooming? | () | () |

2. If you do not have all the facilities you require, please list the ones you lack.

C. HEALTH AND PHYSICAL AIDS

If you are in good health and do not have any major problems, you will be able to look for work better and keep your job.

1. Is your health adequate for job search activities and work within your occupation? Yes () No ()

If not, describe your problem. _____

2. Are there any personal problems (emotional, family, etc.) interfering with your ability to find and keep a job? Yes () No ()

Explain. _____

3. Do you need any physical aids (glasses, hearing aids, wheelchairs, etc.) in order to work or look for work? Yes () No ()

Explain. _____

D. DISCRIMINATION

The law states that no one can be refused employment because of a personal characteristic (e.g., race or religion). An employer can only refuse to hire you because someone else had better qualifications for the job.

1. Have you ever been denied employment or an interview for a reason other than your skills, qualifications or behaviour? Yes () No ()
2. If your answer was "yes", what do you believe caused you to be refused the job interview or job?

Your group leader will discuss methods whereby you can overcome any shortcomings you have identified in this questionnaire.

Unit 4

Work and Working

Module 5

The importance of appropriate work habits



Every job involves some tasks that are unpleasant.

NOTES FOR THE LEADER

A great many people who fail to win a promotion or who lose their jobs do so because they cannot get along with other people. Most studies show that workers lost their jobs due to poor personality qualities rather than to lack of skills on the job.

Following are a number of qualities most objectionable to employers:

1. Carelessness
2. Misrepresentation
3. Unwillingness to follow rules
4. Lack of adaptability
5. Laziness
6. Irresponsibility
7. Absence or tardiness without cause
8. Disloyalty
9. Troublemaking
10. Too little or too much ambition
11. Too much attention to outside interests
12. Lack of initiative

Here are qualities which employers most frequently praise:

1. Ability
2. Dependability
3. Initiative
4. Reliability
5. Good attendance
6. Efficiency
7. Loyalty
8. Cheerfulness
9. Helpfulness
10. Unselfishness
11. Perseverance
12. Responsibility
13. Common sense
14. Sense of humour
15. Ideas

Very often the beginning workers have to do some tasks that they had not counted on. Usually, this should be seen as just "part of the job". Perhaps performing these tasks cheerfully might even bring rewards in the long run!

ACTIVITY A: KEEPING A JOB

PERFORMANCE OBJECTIVE:

The student will discuss positive on-the-job behaviour and will consider his/her own attitude to this topic.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 40 minutes.

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Discuss the desirable and objectionable qualities listed in Notes for the Leader . One way of discussing these traits is to establish a hypothetical work situation (e.g., serving customers at the counter at a fast-food restaurant) and then asking students to suggest behaviour that would demonstrate each of the desirable and objectionable qualities.
2. Have students complete the Getting Along with Co-Workers questionnaire on page 249.
3. Discuss the results of the questionnaire.

NOTES:

GETTING ALONG WITH CO-WORKERS

How well do you get along with people? After each statement, make some comment as to how you measure up to the quality being discussed in the statement or question.

1. Are you loyal — to your family, your friends, your school? If so, you will likely be loyal to your employer, and loyalty is a must. If you find yourself complaining about the job, the hours, the pay, etc., then you should quit. If you don't, you will find that the job will soon quit you.

2. Do you admit your mistakes? Do you "pass the buck"? Admitting a mistake will make the boss think more of you than if you try to cover up. The only people who do not make mistakes are people who do not do anything.

3. Are you careless about being on time? Punctuality is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.

4. Do you give the impression that you think the world owes you a living? It doesn't, you know.

5. Do you grumble about the work you have to do? Remember — you asked to work.

6. Can you accept criticism? It is through mistakes that we learn. IF we correct the mistakes.

7. Do you pass your problems on for somebody else to solve? You'd better watch out for this on the job — the ones who solve your problems may be the ones who get ahead instead of you.

Student Material

8. Are you loud and boisterous? A calm, quiet manner is much more effective with everyone. "Easy does it."

9. Do you show appreciation when someone does something for you? Showing appreciation costs little, but will open many doors to you.

10. Do you waste time on long-winded conversations? "Small talk" and "little people" are very close travelling companions.

11. Do you keep your promises? Making good on all your promises means you are dependable, and dependable people get ahead.

12. Are you a bluffer? Do you try to bluff your way through when you do not know the answers? Bluffing seldom fools anyone, and it's a very good way to lose people's confidence.

13. Do you have a nasty temper? Are you moody? Losing your temper is a quick way to lose the respect of others.

14. Do you keep putting off things that should be done? Waiting won't make the job easier. Remember — a job begun is a job half done.

15. Do you belittle others? We belittle only ourselves when we make others appear to be small?

16. Are you a gossip? Many promising careers have been ruined by idle gossip.

17. Do you "soft soap" people merely because you think they can do something for you? If this is the way you pick friends, you may find yourself without any when you need them.

18. Are you untidy? To many employers, an untidy desk or untidy appearance indicates a disorderly mind.

19. Do you try to impress others by "hogging the limelight"? Enthusiasm is fine, but do not push others aside.

20. Do you borrow money — or are you always "fresh out" of this or that, such as paper, pencil, etc.? Shakespeare said, "Neither a borrower nor a lender be, for loan oft loses both itself and friend."

21. Do you try to be the "teacher's pet"? Privileges must be earned.

22. Do you try to stir up dissatisfaction among others? In the end, trouble usually bounces back on the troublemaker.

23. Are you a snooper? People who look over other people's shoulders or listen in on their conversations or ask personal questions have found a sure way to lose friends.

24. Do you do just enough to get by, or do you try to do at least a little more than is expected of you? In the work world, it is the person who works "beyond the call of duty" who gets ahead. Employees who are allergic to extra work and who watch the clock are generally overlooked when better jobs come up.
-
-

ACTIVITY B: DOING A JOB WELL

PERFORMANCE OBJECTIVE:

The student will assess him/herself in terms of requirements of the job.

SUGGESTED GRADE LEVEL: 10 - 11 - 12

TIME REQUIRED: 30 - 40 minutes

PREPARATION: Ensure adequate supply of student materials.

PROCEDURE:

1. Part III of the CEIC's program PLACE is designed to help assess whether the worker is doing everything he/she can and should to get along well at work. This part of the program contains sections on:
 - a) Punctuality and Attendance;
 - b) Work Style;
 - c) Care of Equipment;
 - d) Communications;
 - e) Human Relations.
 - f) Grooming
2. Distribute the Doing a Job Well questionnaire (page 207).
3. Discuss the questionnaire after the group members have completed it. Discuss methods whereby they can meet shortcomings they have identified in their questionnaire.



Work habits are important.

DOING A JOB WELL

NAME

DATE

A. PUNCTUALITY AND ATTENDANCE

Different jobs have different punctuality and attendance requirements. These are usually determined by the nature of the work or by the preferences of employers. Obviously, an airline pilot needs to be punctual and have good attendance. Less stringent punctuality and attendance requirements are expected of clerical workers and administrators. In some occupations (farmer, author, freelance journalist) the workers can set their own work schedule.

1. Assume you have an occupation that requires exact punctuality and good attendance. Will you be able to meet the punctuality/attendance requirements. Yes () No ()

2. If not, which requirements will be difficult for you to meet?

B. WORK STYLE

The requirements for work style are much the same for all occupations. Employers prefer people who can complete assignments accurately, quickly and willingly.

- | | | |
|---|-----|-----|
| 1. Do you work in the ways that are required? | Yes | No |
| a) Listen to and follow instructions carefully? | () | () |
| b) Accept tasks assigned to you willingly? | () | () |
| c) Complete work within a specified time? | () | () |
| d) Ask for more work when yours is finished? | () | () |
| e) Work neatly? | () | () |
| f) Work at a steady pace? | () | () |

2. List the items that you do not do.

C. EQUIPMENT AND SAFETY REGULATIONS

Caring for equipment and following safety regulations is required in some occupations. Employers want to prevent injury to workers and the loss of work time and valuable equipment.

1. Check the following activities that are required in occupations you are considering. Then respond "yes" or "no" to the items you have checked.

Check	Yes	No
_____ a) Clean equipment or tools when you have finished using them.	()	()
_____ b) Make minor repairs to tools or equipment.	()	()
_____ c) Perform regular maintenance on equipment or tools.	()	()
_____ d) Conduct safety checks on equipment or tools.	()	()
_____ e) Return equipment to storage area.	()	()
_____ f) Follow safety regulations/precautions.	()	()

2. List the items that you do not do.

D. COMMUNICATION

Basic communication skills (making yourself understood and understanding others) are required in all occupations. How you speak can be almost as important as what you say.

1. Ask a friend, counsellor, parent or teacher to help you by circling the numbers that best describe the way you speak.

a)	1. Looks frequently at the other person while speaking	2. Glances at the other person occasionally while speaking	3. Avoids looking at the other person while speaking
b)	1. Looks frequently at the other persons while <u>they</u> are speaking	2. Glances occasionally at the other persons while <u>they</u> are speaking	3. Avoids looking at the other persons while <u>they</u> are speaking
c)	1. Sits s ^{tr} aight up, appears relaxed	2. Sits stiffly, appears uncomfortable	3. Slouches, appears disinterested

- | | | | |
|----|--|---|--|
| d) | 1.
Pronounces words clearly so that speech is easy to understand | 2.
Pronounces words so that speech is somewhat difficult to understand | 3.
Pronounces words so that speech is extremely difficult to understand |
| e) | 1.
Speaks at a volume that is comfortable for the listener | 2.
Speaks too quietly, so that the listener must strain to hear | 3.
Speaks too loudly, so that the listener is uncomfortable |
| f) | 1.
Speaks at a rate or speed that is comfortable for the listener | 2.
Speaks too quickly speech is difficult to understand | 3.
Speaks too slowly so that the listener is uncomfortable |

2. List any communication skills that are not rated "1".
- _____
- _____
- _____

E. HUMAN RELATIONS

In most occupations you come in contact with other people. How well you get along with them may determine if you keep your job.

1. Check the following activities that are required in occupations you are considering. Then respond "yes" or "no" to the items you have checked.

Check	Yes	No
_____ a) Work without disrupting other people.	()	()
_____ b) Accept instructions and corrections without getting angry.	()	()
_____ c) Get along with people you work <u>for</u> .	()	()
_____ d) Get along with co-workers.	()	()
_____ e) Get along with people you (might) supervise.	()	()
_____ f) Be patient and courteous with clients or customers.	()	()

2. List the human relations skills you might have difficulty with.
- _____
- _____
- _____

F. GROOMING AND APPEARANCE

Your general appearance and cleanliness can be important in the attitudes of co-workers and your employer towards you. How you should dress and groom yourself is determined mostly by the surroundings in which you work. With the exception of jobs such as on farms, in construction, or in factories, most work surroundings expect hair, nails, teeth and clothing to be clean and/or neat.

1. Comment on any grooming hints you might need for an occupation(s) you are considering.

Your group leader will discuss methods whereby you can overcome shortcomings you have identified in this questionnaire.

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- ²Research Branch, Counselling and Guidance Services in Junior High School: Utilization and Identified Need (Winnipeg: Manitoba Department of Education, 1980), p. 2.
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- ⁸H.B. Gelatt, "Decision Making: A Conceptual Frame of Reference for Counselling", as adapted by Tolbert, op. cit., p. 166.
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- ¹⁰From "The Road Not Taken" by Robert Frost in Complete Poems of Robert Frost (New York: Holt, Rinehart and Winston, 1964), p. 131.
- ¹¹Career Information System is one of the four major components of the Appalachia Educational Laboratory, Inc., Career Decision-Making Program, David W. Winefordner, Director (Bloomington: McKnight, 1978).
- ¹²Grady Kimbrell and Ben S. Vineyard, Succeeding in the World of Work, rev. ed. (Bloomington: McKnight, 1975), p. 123.
- ¹³See the Annotated Bibliography of Resources (page 213) for a full description of this work.
- ¹⁴Catherine V. Davison and L. Glen Tippet, A Career Planning Guide (Prince Albert, Sask.: Department of Manpower and Immigration Training Research and Development Station, 1976), pp. 65-67.

- ¹⁵For a complete exposition of this system consult Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, 1956).
- ¹⁶John Holland, Making Vocational Choices: A Theory of Careers (Englewood Cliffs: Prentice-Hall, 1973).
- ¹⁷See the Annotated Bibliography of Resources, page 213.
- ¹⁸Consult John Holland, The Psychology of Vocational Choice (Waltham, Mass.: Blaisdell, 1966), pp. 11-26.
- ¹⁹United States Department of Health, Education and Welfare, "Report and Recommendations of the Secretary's Advisory Committee on Rights and Responsibilities of Women" (Washington: The Department, 1975).
- ²⁰Mary Dobson Upham, Patrick Garey, Cheryl Robertson, Lynn Smith, and Margaret Urquhart, Read, Aim . . . Aspire! (Toronto: Canada Studies Foundation, 1978), pp. 11-24.
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- ²²H.B. Gellatt, Barbara Varenhorst and Richard Carey, Deciding (New York: College Entrance Examination Board, 1972), p. 16.
- ²³Adapted from Deciding: A Leader's Guide by H.B. Gellatt, Barbara Varenhorst, and Richard Carey (New York: College Entrance Examination Board, 1972), p. 9.
- ²⁴See Holland, The Psychology of Vocational Choice, pp. 8-11.
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- ²⁸Catherine V. Davison and L. Glen Tippet, A Job Search Guide (Prince Albert, Sask.: Department of Manpower and Immigration Training Research and Development Station, 1975), pp. 15-19.
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- ³⁰See National Vocational Guidance Association, Guidelines for the Preparation and Evaluation of Career Information Media (Washington: NVGA, 1972).

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ANNOTATED BIBLIOGRAPHY OF RESOURCES

ANNOTATED BIBLIOGRAPHY OF RESOURCES

Please contact the publishers (page 271) for the current prices of these materials.

TITLE: Canadian Classification and Dictionary of Occupations (CCDO)
AVAILABLE FROM: Supply and Services Canada

The Canadian Classification and Dictionary of Occupations (CCDO) is an encyclopedia of information about occupations. It classifies and describes occupations and provides information on requirements and qualifications and the characteristics of people who are successful in a group of related occupations. There are two different versions of the CCDO. The first, published in 1971, consists of two volumes. Volume I classifies occupations and provides descriptions of duties and certain characteristics of people who are successful in the occupations. Volume II describes the requirements and qualifications needed for groups of related occupations and provides additional characteristics of people who succeed in those occupations. The second (revised) edition is in the form of a series of booklets on major groups of occupations, and shows interest, temperament, and aptitude ratings for individual occupations rather than for groups of related occupations. Produced by Canada Employment and Immigration Commission.

TITLE: Careers Canada
AVAILABLE FROM: Supply and Services Canada

Careers Canada is a series of booklets on families of occupations involving the same or similar fields of work. It covers occupations that require some degree of planning for entry, such as formal education or training. As of 1980, 33 booklets were available in the Careers Canada series, including such titles as "Careers in Sales", "Careers in Construction", "Vocations in Religion", etc. Each booklet gives hints about the kind of person who most enjoys a field of work or occupation and who does well in it, as well as describing the nature of the work; the various places of work; education, training and other required preparation; and advancement opportunities and employment forecasts. Each booklet encourages self-assessment and careful career planning, including the consideration of alternate career paths. Produced by Canada Employment and Immigration Commission.

TITLE: Careers Provinces

(Careers Provinces are made available somewhat irregularly. They are automatically sent to schools as they become available.)

Careers Provinces consists of sets of fact sheets which provide information on specific occupations regarding requirements, conditions, and other details relating to individual occupations as they exist in each province or territory. There is a separate fact sheet for each individual occupation, providing information such as: the occupational title and 7-digit CCDO code; occupational definition; educational requirements; special education requirements; apprenticeship programs; on-the-job training; registration, certification and licensing; work week; earnings; future outlook; and other characteristics. Produced by Canada Employment and Immigration Commission.

TITLE: Creating A Career
AVAILABLE FROM: Supply and Services Canada

Creating A Career is a vocational guidance program/course that helps young people to acquire skills and knowledge in the areas of self-assessment, occupational exploration, career decision making, and job search. It is divided into two, independently usable parts, Career Planning and Job Search, and has five components: The Career Planning and Job Search Workbook, which contains outlines of each of the units and is the student's personal record of his/her vocational plans and of the way in which they were developed; a Career Planning Guide, which is a reference book of information that is important to the process of career planning and decision making; a Job Search Guide, a reference book of information and ideas important to the process of developing an effective job search; an Exploring Occupations Kit, which is a set of keysort cards that helps users to find the occupations that fit various characteristics of users and the kind of work they seek; and an Instructor's Manual which contains lesson plans and suggestions for instructors of Creating A Career. Produced by Canada Employment and Immigration Commission.

TITLE: Index to Canadian Occupations (ICO)
AVAILABLE FROM: Supply and Services Canada

The purpose of the ICO is to identify suitable occupational possibilities according to each person's self-assessment of his/her work characteristics, such as interests, abilities, etc. It consists of several elements, including an Occupational Exploration Questionnaire, six booklets of occupation lists (organized by: Interests, Temperaments, Abilities, Physical Abilities, Environmental Conditions, and Education and Training Routes), and other aids and reference lists. Produced by Canada Employment and Immigration Commission.

TITLE: Moving On!
AVAILABLE FROM: Supply and Services Canada

Moving On! was designed to give students certain skills such as self-knowledge, knowledge of the world of work, and job search skills. It is an individualized version of Creating A Career, and aims at a target audience which is not involved in an institutional setting. The series Moving On! is divided into three parts: Moving On! a Career; Moving On! to a Job; and Moving On! by Staying On. Each section contains a number of 9 x 12 inch cards, each of which is a complete unit in itself (e.g., "Looking in Want Ads", "Identifying Personal Abilities", etc.). Each card also includes a rider which suggests other, related cards in the series. With a reading level of approximately grade 8, Moving On! is intended to appeal to those young people who are entering the job market for the first time, who may be either in late high school or already have left school. Extensive use of cartoons and large type is to encourage low or poor readers to work through the entire program. Produced by Canada Employment and Immigration Commission.

TITLE: Programme Leading to Achievement of Client Employment (PLACE).
AVAILABLE FROM: Supply and Services Canada

PLACE is a system which enables clients to assess their readiness for employment, providing them with a framework in which they can examine occupational requirements and their personal situations in order to discover whether there are any barriers in the way of their finding and keeping jobs. If any barriers are found, the system provides clients with a means for formulating ways of overcoming those barriers. PLACE consists of three components: the PLACE Workbooks, each section of which examines one of over forty employability factors and makes provision for detailed analysis of those that constitute potential barriers to employment; the PLACE Sourcebooks, which provide information about occupations and the requirements of the labour market, as well as sources which clients can consult to find specific information about occupations and their requirements; the PLACE Directory to Employment-Related Programs and Services, which is a source of information on programs and services that can remedy clients' barriers to employment. Produced by Canada Employment and Immigration Commission.

TITLE: Canadian Occupational Information Series
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

This is a series of large monographs which provides comprehensive treatment of certain occupations or families of occupations which have more diversity within them than can be fully represented in single occupation monographs. Each monograph provides such information as: history and importance of the occupation; nature of the work involved; working conditions; necessary qualifications; preparation needed; advancement outlook; salary; advantages and disadvantages; how to get started; related occupations; etc.

TITLE: Career Information: A Bibliography of Publications About Careers in Canada
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

The Bibliography consists of an annotated listing of all types of publications (pamphlets, booklets, books and sheets) which provide details regarding job descriptions, course requirements, general preparation, specific training, salary ranges, job opportunities, and other useful information. The Bibliography consists of nine books, with the material being organized into occupational categories based on the CCDO. The individual entries follow this layout: title, author, date of publication; format, cost, limitations on distribution; a brief description of the contents and level of appeal; name of supplier and address. Each item is described in the language(s) in which it has been published, English or French.

TITLE: Deciding, and Deciding: A Leader's Guide
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

This book provides the base for a course of study for junior high school students. The course is divided into three sections: values, information and strategy, and incorporates activities such as decision-making exercises, discussion guides, role playing, and decision-making simulations. These activities are designed to help the student evaluate and utilize different sorts of information; discover existing alternatives and create new ones; recognize which decisions will have long-range significance; learn more about themselves; and gain practice in applying decision-making skills. Deciding: A Leader's Guide provides specific information for leaders that presents objectives and teaching approaches for each section of the student materials, as well as supplementary materials and exercises, and references to professional readings and other related materials. Produced by the College Entrance Examination Board.

TITLE: Decisions and Outcomes and Decisions and Outcomes: A Leader's Guide
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

Designed as a course of study in the development and application of decision-making skills, Decisions and Outcomes was designed for use by persons over 16. Emphasis is placed on understanding the uses of three main elements of decision making: gathering and evaluating information, clarifying and expanding values, and setting up of successful strategies. Decisions and Outcomes: A Leader's Guide contains specific suggestions for implementing the program; a discussion of role play, simulations, games, and other teaching devices; and guidelines for questions and issues related to the teaching of decision-making concepts. A bibliography on decision making and an annotated list of available resources is also provided. Produced by the College Entrance Examination Board.

TITLE: Differential Aptitude Tests (DAT)
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

The DAT series is an integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. The battery consists of eight sub-tests: Verbal Reasoning, which measures the ability to grasp and use relationships among concepts stated in words; Numerical Ability, which measures facility in quantitative reasoning and the use of mathematical skills; Abstract Reasoning, which measures the power to understand and apply ideas expressed in non-verbal, non-pictorial diagrams; Clerical Speed and Accuracy, a measure of speed and accuracy in perceiving and marking letter and number symbols; Mechanical Reasoning, which measures the understanding and application of simple physical laws and forces; Space Relations, a measure of three-dimensional thinking; Spelling, which measures skills needed in academic work, typing courses, and stenographic or secretarial occupations; and Language Usage, which measures sensitivity to correctness of expression, punctuation, and word usage. DAT scores are used as predictors of course grades and test results in subsequent years, and for deciding from which courses a student is likely to profit most in high school and college years. Computer-scored DAT can incorporate a "Career Planning" section which is of additional use to students and counsellors.

TITLE: Guidance Centre Canadian Posters
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

These are bright, two-colour posters which convey messages intended to be thought-provoking and to encourage the student to regard the counsellor as a helpful source of information and advice. Each poster is either 17" x 22" or 19½" x 25½".

TITLE: Guidance Centre Mailing Service
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

This regular mailing subscription service makes a variety of materials available to counsellors, teachers, librarians, social workers, and other professionals, and includes such materials as: The School Guidance Worker; the Guidance Centre Occupational Information Monographs; Comment on Education; Multiculturalism; yearly updates of What Can I do This Summer?; and Spectrum; as well as a variety of other publications which deal with counselling and guidance, careers, lifestyles, health and professional development, issued by government departments, professional associations, and other organizations.

TITLE: Guidance Centre Occupational Information Monographs
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

This series of monographs is written for students and teachers to provide up-to-date information about occupations in Canada. The aim of the monographs is to make all relevant information about each occupation available to students so that they can make intelligent career choices. Each four-page monograph provides the following information about an occupation: history and importance; nature of the work; working conditions; necessary qualifications; preparation needed; advancement outlook; salary; advantages and disadvantages; how to get started; and related occupations.

TITLE: Self-Directed Search, Canadian Edition (SDS)
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

The Self-Directed Search is a device for encouraging student involvement in vocational guidance. It contains an assessment booklet that enlists the students in a self-evaluation of abilities and interests, and an Occupations Finder that is designed to stimulate an active exploration of the world of work. The booklet Understanding Yourself and Your Career explains the process and how to use the results. In the Canadian edition of the SDS, the Occupations Finder contains job titles and numbers from the Canadian Classification and Dictionary of Occupations, and the suggested career information resources and readings for students and counsellors have been revised to include Canadian references.

TITLE: Spectrum '80 Series (Western Spectrum, Atlantic Spectrum, Quebec Spectrum, and Spectrum)
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

Spectrum '80 is a set of four reference books for secondary school students, parents and guidance counsellors. Each Spectrum book gives the entrance requirements for individual courses at universities, colleges, nursing institutions, hospitals, and trade schools in one of four regions in Canada. Qualifications for apprenticeship, job training, and professional training programs are also provided, and the series is revised yearly to keep information as up to date as possible.

TITLE: The Student, Subject and Careers Series
AVAILABLE FROM: Guidance Centre, Faculty of Education, University of Toronto

This series of books is designed to assist students in basing their future educational and career plans on special interests or proficiencies in school subjects. Each book deals with the self-appraisal of weakness or strength in all aspects of a specific subject and describes occupations in which proficiency in this subject is essential to success. Titles in the series include: English, Biology, Chemistry, Mathematics, Geography, Music, French, Art, Physics, and Home Economics.

TITLE: Career Planning for Secondary School Students
AVAILABLE FROM: University and College Placement Association

This is a three-part career planning course. It includes: an Inventory of Needs for Life Planning, which is divided into thirteen areas for which the students' needs can be assessed, and which will help counsellors and teachers to determine the priorities of students' needs and to design programs to best meet these needs within the time available; a Career Planning Course, which contains lesson plans and objectives for enough hours of instruction to involve the students throughout their secondary school years; and a Resource Kit containing 90 file folders relating to the Career Planning Course, including background information for the counsellor/teacher, group exercises which can be utilized in class, and other resource materials necessary for implementing the course.

TITLE: What Color is Your Parachute?
AVAILABLE FROM: University and College Placement Association

What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers is a book designed to present an alternative to traditional job hunting methods. It includes step-by-step detail on self-assessment, career decision making, and how to find and get the right job. The book also includes appendices such as: a Quick Job-Hunting Map; a bibliography of reference materials; and a directory of professional help for the job hunter.

TITLE: Canadian Community College Programmes
AVAILABLE FROM: The Association of Canadian Community Colleges

This is an annual series which provides an overview of program offerings in Canada's post-secondary, non-degree granting institutions — the "community colleges". It consists of two directories: an International Edition, which is designed to provide specific information to Canadian Embassies, foreign governments, and students and teachers in other countries; and a National Directory, which offers a summary of program offerings in all community colleges in Canada. Each book consists of college address lists, program tables for each region, and English and French program listings.

TITLE: The Manitoba Career Guide
AVAILABLE FROM: Curriculum Services Branch, Manitoba Department of Education

The purpose of The Manitoba Career Guide is to provide students with easy access to the training routes available within Manitoba for entry into specific occupations. The content was chosen from the perspective of occupations, and uses the CCDO classification system. Using the CCDO as the basis for the occupational categories, the Career Guide provides information such as occupational descriptions, including sub-groups and an outline of the type of work involved, and specific educational routes available throughout Manitoba for those wishing to enter a particular occupation; as well as providing information in related areas such as sources of financial assistance, apprenticeship programs, a directory of educational institutions within Manitoba, etc.

TITLE: Ready, Aim . . . Aspire!
AVAILABLE FROM: Canada Studies Foundation

This program consists of Canadian career education materials appropriate for use in secondary schools. Particular attention is paid to the restrictions placed on personal choices. The publication contains 16 lessons on such topics as sexual discrimination, early socialization, the influence of the media, and family influences on career choice. Complete lesson plans are provided.

TITLE: Vocational Exploration Group (Third Edition)
AVAILABLE FROM: Studies for Urban Man, Inc.

The kit is designed for use in small group career exploration sessions. VEG is a structured group process. The kit contains all materials used in the program: student books, leader's guide, display materials and so forth. A training program may be required in order to obtain and use the kit.

TITLE: Kuder General Interest Survey
AVAILABLE FROM: Science Research Associates (Canada) Ltd.

This interest inventory is meant to give students in grades 6 - 12 a general idea of their occupational interests. The tests may be hand- or machine-scored. Ten job family groups are included: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service and clerical.

TITLE: Self-Directed Search
AVAILABLE FROM: The Guidance Centre

This instrument is designed to assist the individual with self-assessment of interests and traits. Uses Holland's typology as scoring categories: realistic, intellectual, artistic, social, enterprising, conventional. Incorporates CCDO code number for occupations.

TITLE: Jobs for Your Future
AVAILABLE FROM: Bridging the Gap

This publication is in magazine format and contains a range of material on job hunting: determining interests, job characteristics, starting your own business, non-traditional jobs for men and women, and so forth.

TITLE: Creative Job Search Technique
AVAILABLE FROM: Canada Employment Centres

This free course is sponsored by Canada Employment Centres. It is a training session consisting of about three hours designed for groups of between seven to twelve persons. The program is meant to assist job seekers acquire the necessary skills. Topics include attitudes, the job environment, learning about the labour market, visiting employers, resumes, and identifying personal potential. Inquire at your local Canada Employment Centre.

TITLE: Lifestyling for Teens
AVAILABLE FROM: Winnipeg YWCA

This program was adapted by the Winnipeg YWCA from a program originally developed by the YWCA of Los Angeles, California, entitled "Career Readiness Program". The program uses the case study approach whereby the student is asked to plan the life of a fictional female student. A number of exercises allow the student to simulate the life/career planning process.

TITLE: Career and Life Planning
AVAILABLE FROM: Counselling Department, Moorpark College,

This program, consisting of an Instructor's Manual and Student Workbook, is a complete career planning program. It includes lessons on such topics as values clarification, personal assessment, interests, decision making, job resumes and interviews. Recommended for the senior high school level.

Publishers' Addresses

1. Printing and Publishing
Supply and Services
Ottawa, Ontario
K1A 0S9
2. The Guidance Centre
Faculty of Education
University of Toronto
1000 Yonge Street
Toronto, Ontario
M4W 2K8
3. University and College Placement Association
43 Eglinton Avenue East
Suite 1003
Toronto, Ontario
M7P 1A2
4. The Association of Canadian Community Colleges
Suite 203
211 Consumers Road
Willowdale, Ontario
M2J 4G8
5. Curriculum Services Branch
Manitoba Department of Education
411 - 1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3
6. Canada Studies Foundation
Suite S716
252 Bloor Street West
Toronto, Ontario
M5S 1V5
7. Studies for Urban Man, Inc.
P.O. Box 1039
Tempe, Arizona
85281
8. Science Research Associates (Canada) Ltd.
707 Gordon Baker Road
Willowdale, Ontario
M2H 2S6
9. Bridging the Gap
155 College Street
Toronto, Ontario
M5T 1P6
10. Winnipeg YWCA
447 Webb Place
Winnipeg, Manitoba
R3B 2P2

11. Counselling Department
Moorpark College
Moorpark, California
93021